

**USE OF THE HOLISTIC APPROACH IN THE TEACHING AND
LEARNING OF ENGLISH LANGUAGE IN SECONDARY
SCHOOLS: A STUDY OF BUSIA COUNTY, KENYA**

BY

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DECLARATION

Declaration by the candidate

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DEDICATION

I dedicate this thesis to my late mother Meleny Teresa Oguta.

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ABSTRACT

This study sought to investigate the use of the holistic approach in the teaching and learning of English language in secondary schools in Kenya. The specific objectives of the study included: to find out the teachers' and learners' perceptions of the holistic approach in the teaching and learning of English language, to establish the extent of use the holistic approach in the English language classroom and to determine the challenges faced by teachers and learners in the implementation of the holistic approach in the teaching and learning of English language. The study adopted two theoretical approaches namely: the theory of experiential learning by John Dewey and the constructivist theory of learning by Bruner as theoretical frameworks. The Holistic approach aims to nurture and develop the varied but interrelated capacities of the human being. It addresses intellectual development as well as morals, values and character of the learner. The study used a qualitative research design. The target population constituted 32 secondary schools, 1620 form three students and 68 teachers of English in Busia Sub County. Random sampling was used to select 10 secondary schools while 20 teachers of English teaching form 3 were purposively sampled from the 10 schools. A total of 162 form 3 students were randomly selected from the 10 schools. Convenient sampling was used to select 10 lessons for observation from the 10 schools. Data was collected by means of classroom observation and interview guide. The data collected was analyzed thematically. The findings revealed that teachers acknowledged the importance of the holistic approach to the teaching and learning of English language. Results indicated that the use of the holistic approach in the language classrooms was low. Most of the teachers still focused on form and accuracy rather than meaningful use of English language in the classroom. It was therefore concluded that teachers had not fully implemented the holistic approach to the teaching and learning of English language. The research recommends that teachers should use the holistic approach to the teaching of English language to help learners use the language in a more meaningful way. Teachers should also be sensitized through in-service courses to improve their effectiveness in the use of the holistic approach to language teaching. Further research is recommended on the factors affecting the use of the holistic approach and the quality of pre-service training that teachers of English receive in relation to the holistic approach in the teaching and learning of English.

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LIST OF ABBREVIATIONS

DEO	District Education Officer
EFL	English as a Foreign Language
ELT	English Language Teaching
KICD	Kenya Institute of Curriculum Development
EQ	Emotional Intelligence
ESL	English as a Second Language
IQ	Intelligent Quotient
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KIM	Kenya Institute of Management
KNEC	Kenya National Examinations Council
SQ	Social Intelligent Quotient

CHAPTER ONE

1.0 INTRODUCTION TO THE STUDY

1.1 Introduction

Any approach to education must ask itself, what is the goal of education? Holistic education aims at helping students to be the most they can be. Maslow (2003) referred to this as self actualization. Education with a holistic approach perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching and learning process and encourage personal and collective responsibility, thus the need to carry out this study, to establish the use of the holistic approach in the teaching and learning of English language. This chapter consists of the background the study, the statement of the problem, the purpose, the objectives, research questions, scope and limitations, significance, justification, assumptions of the study, theoretical framework and definition of operational terms.

1.2 Background to the Study

English is at the heart of the Kenyan National curriculum. The learning of other subjects depends crucially upon the mastery of the fundamental skills of the English language, which are vital not only for educational purposes but also for the economic growth and competitiveness (KIE, 2002). The importance of English is further strengthened by what the ministry of Education says: English as a medium of instruction in Kenyan schools is indeed a very important subject both in our curriculum and as a service subject (KIE, 2002).

The current Kenyan English Language syllabus adopts an integrated approach to the teaching of language which came up as a result of the revised secondary school curriculum introduced in schools in 2003. The curriculum revision led to a reorganization and rationalization of the subjects and content, while at the same time integrating and infusing a wide range of emerging issues like HIV and AIDS, environmental conservation, good governance, civic education, the fight against corruption, moral, spiritual values and technological advancement in order to respond to pertinent and contemporary issues in society (KIE, 2006). Integration which is a concept of the holistic approach means, merging two autonomous but related entities in order to strengthen and enrich both. On yet another scale, integration means that no language skill should be taught in isolation. Listening, speaking, reading and writing skills should complement each other (KIE, 2006). The aim of integration is to embrace the concept of holistic language teaching. The holistic approach to language focuses on contextualization of language teaching, use of language in real life situations, use of appropriate terminologies in other subjects and coherent arguments in speech and writing.

Widdowson (2004) claims that we must progress from learning about the language use to considering how language works in a communicative sense which requires us to go beyond the sentence and look at longer stretches of language. A holistic language syllabus places great emphasis on meaningful communication from the learners' point of view rather than form and accuracy. The concept of holistic education is embedded in our education system through the National Goals of Education as presented in KIE, (2002) which are:

- a) To foster nationalism, patriotism and promote national unity.

- b) To promotes the social, economic, technological and industrial development.
- c) To promote individual development and self fulfillment.
- d) To promote sound moral and religious values.
- e) To promote social equality and responsibility.
- f) To promote respect for and development of Kenya's rich and varied cultures.
- g) To promote international consciousness and foster positive attitudes towards other nations.
- h) To promote positive attitudes towards good health and environmental protection.

The holistic approach in the teaching of English language is aimed at fulfilling the national goals of education as well as the objectives of teaching and learning of the language which include: to develop mastery of language for expressing ideas, feelings and experiences and to develop the values, morals and character of the students. The material and content of other subjects in the curriculum should be incorporated into the language classroom to fulfill the objectives of the holistic approach. It focuses on everything the learner needs to know in order to communicate effectively. In holistic language learning, the learners' engagement in the process of learning depends on their background, interests and abilities (Widdowson, 2004).

As learners strive for academic excellence they should not be distracted from developing other aspects of their humanity that are more important in their normal functioning in the wider community (Helium,2008). Besides knowledge, education should impart skills that will empower students to succeed in life. Schools should seek to develop aspects of intelligence such as Emotional Intelligence (EQ) and Social Intelligence Quotient (SQ). People with higher EQ will be more likely to succeed in

life than people with high IQ but low EQ. Yet it seems that most schools place over emphasis on IQ rather than the development of the other aspects of EQ (Helium, 2008). Most schools place too much emphasis on acquiring paper qualifications. In the teaching of English, emphasis should be put on the acquisition of communicative competence and not simply on the passing of examinations. In fact becoming proficient in the language is a desirable lifelong goal (KIE, 2002).

The use of the holistic approach for instruction in English remains uncertain in a learning environment where the learning objectives are at variance with producing a whole language student. It is expected that a whole language student should not only show communicative competence but also the ability to find identity, meaning and purpose in life through connections to the community, to the natural world and to spiritual values such as compassion and peace. This is usually not the case in secondary schools as Honourable Henry Kosgei in 2001 in his Ministerial statement pointed out with great concern that Kenya could only boast of producing many school leavers who were so ill equipped that they could not fend for themselves, leave alone help our nation.

Much of today's education is based on the 19th century world views emphasizing reductionism, linear thinking and positivism that make it very difficult to find meaning, relevance and value in school or life. In schools the result is often poor attendance, lack of motivation and poor behavior which make learning more difficult (Capra, 1996). Education should be meaningful for all learners. We need a learner centered education system built on the explicit assumption of connectedness, wholeness and being fully human. It is on this basis that this study set out to

investigate the use of holistic approach in the teaching and learning of English language in secondary schools in Busia District.

1.3 Statement of the Problem

The holistic approach to the teaching and learning of English language is central in preparing the students to meet the challenges of living as well as academics. Research findings in language teaching have not been conclusive about the use of holistic approach in teaching and learning English language in secondary schools. Studies have been carried out on integration of language and literature and language across the curriculum which are only elements of holistic approach. Pace (1991) suggests that holistic language constitutes much more than using real literature, writing, speaking and listening skills. He asserts that language is always meaning driven and that students construct their own meaning as they read, write, speak and listen. The success of such activities depends on the degree to which the activity is authentic and relevant to their real world needs. This view concurs with the new secondary education syllabus which asserts that language is not learnt in a vacuum. It revolves around issues and concerns that affect us on daily basis. The English teacher is therefore required to expose the learner to these concerns through all language skills (KIE, 2002).

Bigambo (2000) noted that in the Kenyan secondary school classrooms, learning English language for examination purposes seemed to be the only reality. In this situation the true potential of the children in language is still measured by the long out dated examinations system, where the ability of the students to memorize a large chunk of theoretical information and to present it in the examination scripts matters the most. This is further supported by Helium (2008) who posits that emphasis is

more on the mere understanding of theory rather than the development of practical skills. These views point to the fact that despite the emphasis of holistic approach in the teaching and learning of English language in secondary schools, there is little evidence of the practice of the same. Furthermore, little research evidence is available on the application of holistic approach in the teaching and learning of English language in secondary schools. The major concern of this study was therefore to establish the use of holistic approach in the teaching and learning of English language in secondary schools in Busia district, Kenya.

1.4 Purpose of the Study

The purpose of this study was to investigate the use of holistic approach in the teaching and learning of English language in secondary schools in Busia District.

1.5 Objectives of the Study

In order to achieve the above purpose, the following specific objectives were used:

1. To find out the teachers' and learners' perceptions of holistic approach in the teaching and learning of English language.
2. To establish the extent of use of the elements of holistic approach in the teaching of English language.
3. To determine the challenges faced by teachers and learners in the use of the holistic approach in the teaching and learning of English language.

1.6 Research Questions

The following questions formed the basis of the study:

1. What are the teachers and learners perceptions of holistic approach in the teaching and learning of English language?

2. To what extent do the teachers of English use the elements of holistic approach in the teaching and learning of English language?
3. What challenges do the teachers and learners face when using holistic approach in the teaching and learning of English language?

1.7 Scope and Limitations of the Study

1.7.1 Scope

This study confined itself to the holistic approach to the teaching and learning of English language specifically the teachers' and learners' perceptions of the holistic approach, the teachers use of the holistic approach and the challenges faced by the teachers and learners in the use of the holistic approach. The data collected covered the elements of the holistic approach in the language classroom which included: creating interest in the lesson by greeting the learners and having a plenary of the previous lesson, allowing learners to make a choice of what they want to learn and to link the content of the text to current events and their own experiences, engaging students in activities such as hot seating, language games ,debate and discussions, use of other resource materials apart from the text in the English language classroom and using language in real life situations. The study focused on secondary schools in Busia District. Teachers of English and form three students were the subjects of the study.

1.7.2 Limitations

The researcher faced a number of limitations in this study. One of the limitations was the study involved secondary schools in Busia District thus it would not be accurate to generalize the findings to apply to all secondary schools in Kenya. Another limitation

was that the holistic approach covers a large scope of content but the research was limited to the holistic instruction within the English language teaching and learning context. Classroom observation as a means of collecting data made the teachers behave differently in the presence of the observer. To overcome this, the researcher made random visits to the classes involved in the study and ensured the teachers did not know the exact topic of investigation before the observation was done.

1.8 Significance of the Study

The findings of this study are likely to provide useful information to teachers of English and curriculum developers in harmonizing the anticipated goals of the English curriculum and practical teaching in the classroom. The findings may also help the teachers of English become more reflective and productive about the value of the holistic approach in the teaching of English in Secondary Schools. This study may also provide insight into the actual pedagogical activity in the language classroom. The study could enhance the learners' perception, increase the relevance of learning experiences and encourage transfer of learning across subjects and a simulation of a variety of contextualized real life learning.

1.9 Justification of the Study

English is the official language of communication in Kenya as well as the medium of instruction in our schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently, those who master English reap many academic social and professional benefits. In the school setting, proficiency in English will make the learning of other subjects much easier. The importance of English cannot therefore be overemphasized. It has been established

that teaching language structures in isolation is not only boring but it also tends to produce learners who lack communicative competence (KNEC, 2004).

With the introduction of the revised curriculum in schools in 2003, the integrated approach to teaching language was emphasized. Its aims were to embrace the concept of holistic language teaching. However these objectives have not been realized effectively since most students leave school when still lacking in communicative competence and the necessary skills, values and attitudes that are important aspects of humanity. According to Fullan (1993) curriculum changes are hoped to bring positive improvement to the existing curriculum. However this may not usually be the case. A change may either have positive or negative effect. This prompts the current study in view of the nature of use or application of the holistic approach in the teaching and learning of English in secondary schools.

Barasa (2005) observes that curriculum developers take the teacher's role for granted. He/she is expected to adapt to the new changes immediately. He quotes Pennington (1989) who states that: Attitudes of teachers during the in-service courses could be the pre-requisite to improving teachers' methodology. She goes further to argue that regardless of the kind of training teachers receive it is their classroom behavior that will reflect their underlying attitudes towards the educational enterprise. She supports this view with a quotation from Britton (1985, p. 122) who observed that "while skills execute, it is the attitudes that command". Those who criticize the traditional syllabus argue that it is not logical to break language into bits and pieces when it is always experienced comprehensively as a whole. This study endeavours to argue for the holistic syllabus which consists of more than a stock of objective facts. A holistic approach uses whole pieces of language rather than individual sentences to prepare

the learners for the language they will encounter outside the classroom (Nunan, 1988). This research was therefore justified to shed light on how the teachers of English strived to expose learners to the holistic approach in the classroom.

1.10 Assumptions of the Study

The study made the following assumptions:

1. The teachers understand the concept of holistic approach in teaching of English and use it in teaching English language.
2. The teachers and learners find holistic approach useful in the teaching and learning of English language.
3. The teachers and learners will cooperate with the researcher and respond honestly to the items of the interview and accept to be observed in the classroom.

1.11 Theoretical Framework

The study adopted the theory of experiential learning and the constructivist theory of learning as relevant frameworks that provided the blueprint for the study. These frameworks served as beacons that directed the researcher's search for facts based on the variables of the study. These are discussed here below:

1.11.1 The Constructivist Theory of Learning

According to Bruner (1966) learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner selects and transforms information, constructs hypotheses and makes decisions, relying on a cognitive structure to do so. Cognitive structure (schema, mental models) provides meaning and organization to experiences and allows the individual to go beyond the

information given. As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialogue. The task of the instructor is to translate the information to be learned into a form appropriate to the learners' current state of understanding. Curriculum should be organized in a spiral manner so that the students continually build upon what they have already learned. The learners should be able to reconstruct the world around them using the knowledge acquired in school through English lessons. Bruner (1966) states that a theory of instruction should address four major aspects:

1. Predisposition towards learning.
2. The ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner.
3. The most effective sequences in which to present material.
4. The nature and pacing of rewards and punishment.

1.11.2 Experiential Learning Theory

Dewey (1859 – 1952) is lauded as the greatest educational thinker of the 20th century. His theory of experience continues to be much read and discussed not only within education, but also in psychology and philosophy. Dewey's views continue to strongly influence the design of innovative educational approaches such as in outdoor education, adult training and experimental therapies.

In the 1920s and 1930s, John Dewey became famous for pointing out that the authoritarian, strict, pre-ordained knowledge approach of modern traditional education was too concerned with delivering knowledge and not enough with understanding students' actual experiences. Dewey became the champion or

philosophical father of experiential education or as it was then referred to as progressive education. According to Dewey, so many students hate school because educators don't take into account the unique differences between each student. Each person is different genetically and in terms of past experiences. Even when a standard curriculum is presented using established pedagogical methods, each student will have a different quality of experience.

Thus teaching and curriculum must be designed in ways that allow for such individual differences. For Dewey, education has had a broader social purpose which was to help people become more effective members of democratic society. Dewey argued that the one-way delivery style authoritarian schooling does not provide a good model for life in democratic society. Instead, students need educational experiences which enable them to become valued, equal and responsible members of society.

Dewey further asserts that learning needs a structure and order and must be based on a clear theory of experience not simply the whim of teachers or students. Thus Dewey proposed that education be designed on the basis of a theory of experience. We must understand the nature of how humans have the experience they do in order to design effective education. In this respect, Dewey's theory of experience rested on two central tenets – continuity and interaction.

Continuity refers to the notion that humans are sensitive to (or are affected by experience). Humans survive more by learning from experience after they are born than do many other animals that rely primarily on pre-wired instinct. In humans, education is critical for providing people with the skills to live in society. Dewey argued that we learn something from every experience whether positive or negative and once accumulated, learned experience influences the nature of one's future

experiences. Thus every experience in some way influences all potential future experiences for an individual. Continuity refers to the idea that each experience is stored and carried on onto the future, whether one likes it or not.

Interaction builds upon the notion of continuity and explains how past experience interacts with the present situation to create ones present experience. Dewey's hypothesis is that your current experience can be understood as a function of your past and stored experiences which interact with the present situation to create an individuals experience. This study is based on the theory of experiential learning because in the holistic approach, teaching and learning English language is made more authentic and interesting if content is drawn from the learners' own experiences and actual environment. The learners should be able to re-construct the world around them using the knowledge acquired in school through English lessons.

1.12 Operational Definition of Terms

Communicative competence: This refers to the holistic approach where learners are encouraged to respond to the topics and texts rather than to isolate phonemes and morphemes. Appropriate use of language to fulfill communicative needs is emphasized more than form and accuracy.

Content based learning: This is a study of both language acquisition and subject matter. Instead of teaching language in isolation, the target language becomes the medium in which important information can be learned.

Contextualized language teaching: This is the meaningful use of language for real communication purposes. It helps students understand how language users construct language in a given context. A contextual approach to instruction supports the use of integrated skills and pair and group work which are elements of the holistic approach. Holism understands knowledge as something that is constructed by the context in which a person lives.

Holistic curriculum: It is an integral and continuing part of education development policies and of educational planning which is inquiry driven, interdisciplinary and is based on explicit assumptions of interconnectedness, wholeness and multidimensional being. It encourages learners to critically approach the cultural moral and political concepts of their lives which are elements of holistic approach.

Holistic approach: It is a quest for understanding and meaning whose aim is to nurture healthy, whole, curious persons who can learn whatever they need to know in any new context. Holistic strategies enable the students to perceive and understand the various contexts that shape and give meaning to life.

Holistic approach recognizes the innate potential of every student for intelligent, creative and systematic thinking.

Transformative learning: This is a term which describes a learning process of becoming critically aware of one's own tact, assumptions and expectations and those of others and assessing their relevance for making an interpretation. Rather than seeing education as a process of transmission and transaction, transformative learning involves a change in the frames of reference that a person may have.

1.13 Chapter Summary

This chapter provided the basis of the study. It highlighted the statement of the problem, the purpose and objectives of the study, the significance and justification of the study, the scope and limitations, theoretical framework and definition of operation terms. The next chapter deals with the relevant literature to the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This study reviewed literature related to the holistic approach to instruction in English. This included: the concept of holistic education, the purpose of holistic education, teacher's role in holistic education, holistic language syllabus in relation to the Kenyan syllabus for English, the transformative learning, contextualized language teaching, content based learning, cooperative learning, constructivist teaching methods, curriculum development process in Kenya, the role and function of English language in the system of education and related studies.

2.2. The Concept of Holistic Education

Holistic education is a philosophy of education based on the premise that each person finds identity, meaning and purpose in life through connections to the community, the natural world and to spiritual values such as compassions and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. The term Holistic education is often used to refer to more democratic and humanistic types of alternative education. Robin (2003) describes this further by stating that at its most general level, what distinguishes holistic education from other forms of education are its goals, its attention to experiential learning and the significance that it places on relationships and primary human values within the learning environment.

The concept of holistic education refers to the idea that all the properties of a given system in any field of study can be determined or explained by the sum of its

component parts. A holistic way of thinking encompasses and integrate multiple layers of meaning experiences rather than defining human possibilities narrowly. The purpose of holistic education is to prepare students to meet the challenges of living as well as academics. Parents in increasing numbers are seeking alternative to mainstream education. Few could criticize the commitment to academic excellence that most schools and teachers have and work hard to actualize. Holistic education feels that meaningfulness is an important factor in the learning process. People learn better when what is being learned is important to them (Robin, 2003).

Holistic schools seek to respect and work with the meaning structures of each person. Therefore, the start of a topic will begin with what a student may know or understand from their worldview and what has meaning to them rather than what others feel should be meaningful to them.

Meta-learning is another concept that connects to meaningfulness. In finding inherent meaning in the process of learning and coming to understand how they learn; students are exposed to self-regulate their own learning. However they are not completely expected to do this on their own. Because of the nature of community in holistic education, students learn to monitor their own learning through interdependence on others inside and outside the classroom (Forbes, 1996).

Community is an integral aspect in holistic education. As relationships and learning about relationships are key to understanding ourselves, so the aspect of community is vital in the learning process.

Holistic education aims to nurture and develop the varied but interrelated capacities of the human being (Miller, 2000). Thus, while it addresses the intellectual development,

it is equally concerned about the child's development as a physical, emotional, artistic, social, moral and spiritual being. It aims to create a person who is well rounded – in a broader sense – healthy, a human being who has developed each aspect of his or her humanity. The aim of holistic education is not merely to fill the child with information to develop academic and job skills and to prepare the child to fit into the prevailing economic and social system, rather it is to help the young person develop into a free, creative, compassionate being who can participate fully in the life of the community (Ibid).

In holistic education, students are encouraged to become deeply and passionately involved in their studies to explore their passions under the guidance, supervision and support of the teacher. Miller (2000) posits that the highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.

2.2.1 Purpose of Holistic Education

The purpose of holistic education is to prepare the students to meet the challenges of living as well as academic. Holistic education believes it is important for young people to learn: about themselves, about healthy relationships and pros social behavior, social development, emotional development, resilience, to see beauty, have awe, experience, transcendence and appreciate some sense of truths (Miller, 2000). Holistic education is also concerned with the effects of the disconnect between the mind, the body, the heart and the spirit apparent in people's increasing inability to cope with continued alienations from themselves as well as from others. Holistic education is essentially proactive in its core belief that a pedagogical model that integrates the whole person in the context of a supportive community, curriculum and organizational structure results in caring, inclusive, responsible citizens who

understand the interconnectedness of all life on the planet. Learning is viewed as an experiential organic process and knowledge building through inquiry is seen as integral for all forms of education and life itself (Forbes,1996).

2.2.2 Teacher's Role in Holistic Learning

The teacher is seen less as a person of authority who leads and controls but rather is seen as a friend, a mentor, a facilitator or an experienced traveling companion (Forbes, 1996). Schools should be seen as a place where students and adults work towards a mutual goal. Open and honest communication is expected and differences between people are respected and appreciated. Cooperation is the norm rather than competition. Thus many schools incorporating holistic beliefs do not give grades or rewards. The reward of helping one another and growing together is emphasized rather than being placed above one another. There are three guidelines for implementing the whole language approach, based on Schurr et al., (1995).

First, immerse students in reading, writing, speaking and listening. In the real world as well as in the effective classroom, language use is holistic. Teachers should depart from the separatist mentality and recognize the links among the language arts processes. Most teachers recognize that good readers are also good writers; fewer note that this is true in part because, those students are also effective speakers and listeners. It is not enough to exercise one or two language facilities; we need to provide ample opportunities for enhancing all facts of language. Using cooperative learning activities is one of the best ways to accomplish this.

Secondly, create an environment that encourages students to take risks, encourage open interaction among students as well as between students and teachers.

Historically, students do not consider the classroom as the place to take risks. Students self image is fragile and they put great weight on peers' opinions. Thus a learning environment that encourages the interaction of ideas will help them feel secure (Myers, 1993).

Thirdly, focus on meaning. The inherent purpose in all language is the clear communication of ideas. Both written and oral composition should emphasize clarity. This often means remedying mechanical language deficiencies.

Encourage parents to involve themselves in their children's education, particularly by setting an example for family literacy. Parents need to be effective models as well. In most cases, teachers and parents can work together to set the literacy standard for home and school. Despite the clearly documented benefits of parental involvement in students' achievements, parental involvement declines significantly as students move into the middle grades. Indeed, by the middle grades, the home-school connection is significantly reduced and in some cases non-existent (Epstein, 1986). Use what works considering the diversity among students including differences in learning styles, multiple intelligence right/left brain preferences – it simply makes sense to keep an open mind about which strategies work, whole language philosophy does not call for teachers to totally replace the old with the new.

2.2.3 Learners' Role in Holistic Learning

In recent years language learning has been viewed from the following perspectives (Richard & Rodgers, 2006).

- Interaction between the learner and users of the language.

- Collaborative creation of meaning.
- Creating meaningful and purposeful interaction through language.
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding.
- Learning through attending to the feedback learners get when they use the language.

Learners participate in classroom activities that are based on a cooperative rather than individual approach. Students have to be comfortable with listening to their peers in groups or pairwork tasks rather than relying on the teacher for a model (Richards and Rodgers, 2006).

2.2.4 Holistic Education Syllabus

Those who criticize the traditional syllabus argue that it is not logical to break language into bits and pieces when it is always experienced comprehensively as a whole. Language consists of more than a stock of objective facts. This means that a holistic approach uses texts, that is, whole pieces of language rather than individual sentences, to prepare learners for the language they will encounter outside the classroom. A holistic view of language has gained prominence in recent years. A holistic syllabus will front texts, topics and tasks, placing great emphasis on meaningful communication from the learners' point of view (Nunan, 1988).

Texts should be authentic, tasks should be communicative and learners encouraged to respond to the topics and texts rather than to isolated phonemes and morphemes. Whereas the traditional syllabus selects language items solely on the basis of linguistic criteria, a holistic syllabus will select the items the learner needs to know in order to get things done, that is, to complete the task. Language errors are repaired by

the teacher or the class while the students are on the task. Thus grammar is taught reactively, rather than pre-emptively (Pace, 1991). Holistic English programme replaces oral English learning with conversation English experience, teachers with facilitators, set phrase or speech pattern memorization with language acquisition, and develops self confidence, intrinsic motivation, autonomous learners and creative thinkers. It also replaces graduates who are unable to produce comprehensible English with those who can. Holistic English is simply taking one subject matter and using it for reading, listening and writing and voluntary speaking in one single class (Goodman, 1992). It emphasizes comprehensible input rather than output. Holistic approach in language teaching means to treat what is to be learned as a whole.

Classroom practitioners often define whole language in terms of classroom practice (Myers, 1993). Pace (1991) suggests that whole language constitutes much more than using real literature, complete texts and integrating reading, writing and listening. Pace reminds us that language is always meaning driven, and that students construct their own meaning as they read, write, speak and listen. The success of such activities depends on the degree to which the activity is authentic and relevant to their real-world needs. In any event, most definitions agree that whole language is a holistic theory about or perspective on how language operates. That perspective then influences our choice of classroom learning activities (Ibid).

The underlying premise of whole language is the belief that reading, writing, speaking and listening skills are best learned when they are integrative and whole, not broken into separate and isolated skills (Schurr, et al., 1995). Holistic language calls for interaction among learners through reading, writing, speaking and listening. This has led to the common practice of cooperative learning activities in the classroom. In a

holistic language environment, the teacher serves as a facilitator of active learning rather than a dispenser of wisdom. Active, guided learning emphasizes holistic strategies and building a community of learners.

Holistic instruction shows continuous respect for language, for learners and for teachers. It begins with everyday useful, relevant, functional language and moves through a full range of written language including literature in all its variety (Goodman, 1986). From the holistic point of view school literacy programmes must build on existing learning and utilize intrinsic motivations. Literacy is an extension of natural whole language learning; it is functional, real and relevant.

In whole language instruction there is no one-to-one correspondence between teaching and learning. The teacher motivates, arranges the environment, monitors development, provides relevant and appropriate materials and invites learners to participate in and plan literacy events and learning opportunities. Ultimately, it is the learner who builds knowledge, knowledge structures, and strategies from the enriched environment the teacher helps to create. As teachers monitor and support the development of reading and writing strategies, learners focus on the communication of meaning (Nunan, 1988). Risk-taking is essential. Developing readers must be encouraged to predict and guess as they try to make sense of print. Developing writers must be encouraged to think about what they want to say to explore genre, to invent spellings and to experiment with punctuation. Language is inclusive and it is indivisible. Whole language teaching recognizes that words, sounds, letters, phrases, clauses, sentences and paragraphs are like the molecules, atoms and subatomic particles of things. Their characteristics can be the sum of the parts. If you reduce a

wooden table to the elements which compose it, its no longer a table (Goodman, 1986).

Therefore whole language learning builds around whole learners learning whole language in whole situations. Whole language learning assumes respect for language, for the learner and the teacher. The focus is on meaning and not on language itself, in authentic speech and literary events (Goodman, 1986). Learners are encouraged to take risks and invited to use language in all its varieties for their own purposes. In a whole language classroom, all the varied functions of oral and written language are appropriate and encouraged. Motivation is always intrinsic. Students learn to read and write because they need and want to communicate. Extrinsic rewards have no place in a whole language classroom. Punishment for not learning is even more inappropriate (Ibid).

2.3 The Holistic Approach in English Language Teaching

The holistic approach in the teaching and learning of English language emphasizes on learner centred methods of language teaching which are best achieved in transformative language learning, contextualized language teaching, content based learning, cooperative learning and constructivists teaching methods. In these learner centred methods, the learners are encouraged to become deeply and passionately involved in their studies to explore their passions under the guidance, supervision and support of the teacher. Holistic language calls for interaction among learners through reading, writing, speaking and listening. In a holistic language environment, the teacher serves as a facilitator of active learning rather than a dispenser of wisdom (Schurr, 1995).

2.3.1 Methods within the Holistic Approach

The methods within the holistic approach include: transformative learning, contextualized language teaching, content-based learning, cooperative learning and constructivist teaching methods.

2.3.2 Transformative learning

Transformative learning is a term that stems from Transformative Learning Theory (Mezirow, 1990) which describes a learning process of becoming critically aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation. The theory codifies transformative learning into three phases: critical reflection, reflective discourse and action. It suggests that engaging in this process can result in frames of reference that are more permeable to additional amendments, reflective, inclusive, discriminating and overall more emotionally capable of change.

Transformative learning is the expansion of consciousness through the transformation of basic worldview and specific capacities of the self. Transformative learning is facilitated through consciously directed processes such as appreciatively accessing and receiving the symbolic contents of the unconscious and critically analyzing underlying premises (Elias, 1997). At the core of transformative learning theory is the process of perspective transformation. Clark (1997) identifies three dimensions to a perspective transformation: psychological (changes in understanding of the self), convictional (revision of belief systems) and behavioral (change in lifestyle). A holistic approach to language teaching and learning transforms the learner psychologically, convictionally and behaviourally. Holistic education advocates a transformative approach to learning rather than seeing education as a process of

transmission and transaction, transformative learning involves a change in the frames of reference that a person may have. Holism understands knowledge as something that is constructed by the context in which a person lives. Therefore teaching students to reflect critically on how we come to know or understand information is essential. As a result, if we ask students to develop critical and reflective thinking skills and encourage them to care about the world around them, they may decide that some degree of personal or social transformation is required (Miller, 2000).

2.3.3 Contextualized language teaching

Contextualization is the meaningful use of language for real communicative purpose. It helps students understand how language users construct language in a given context. Teachers can contextualize language instruction by organizing the content of the language curriculum according to themes or topics. These themes or topics work best when they are threaded throughout the course of the study. Some additional reasons for using contextualized language are that: language is constructed through a blend of purpose, situation and social needs (Walz, 1989).

Classroom learning experiences that incorporate these dimensions are more likely to lead to better learning outcomes. A contextualized approach to instruction also supports the use of integrated skills and pair and group work. This can foster a deeper level of use of language, especially when the themes and topics are of high interest and motivate students (Harmen, 2001).

Contextualization is putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualizing language tries to give real communicative value to the

language that learners meet. The context can help learners remember the language and recall it at a later state. Learners can use natural learning strategies to help them understand contextualized language such as guessing meaning from context. For example teaching language used to give advice by looking at problem pages from teenage magazines gives the language context (Mendez, 2003).

In the classroom, contextualization can be as simple as providing an example sentence that uses a new word or as complex as preparing a telephone role-play to practice functional language. A contextualized approach to instruction also supports the use of integrated skills and pair work and group work. Activities that use contextualized language and themes include: games and interactive activities, story telling, dramatization or the teaching of out of language (Graves, 2008).

2.3.4 Content based learning

Content based learning is a study of both language acquisition and subject matter. Instead of teaching language in isolation, the target language becomes the medium in which important information can be learned. When the students are studying a content area of interest such as snakes, the holocaust, immigration among others they are more intrinsically motivated to learn both the content and the language simultaneously. The students are actually able to use their new language. Content based learning is most appropriate at intermediate and advanced proficiency levels (Gregson, 2010). Many models for content based learning exist. In some schools two teachers team teach the content and language. In other schools the content teacher and the language teacher link their classes and curriculum to complement each other. The most challenging situation is where one teacher is responsible for both content and

language that is, a Biology teacher whose class contains all ESOL students. The teacher must be an expert in both fields (Ibid).

Some examples of content based curricula: immersion program sheltered English programmes writing across the curriculum where writing skills in secondary schools and universities are taught within subject matter areas like biology, history and art. English is learned through experiences and activities that lead to speaking through reading, writing, listening and speaking. Content based activities extend student vocabulary and knowledge, giving students words to use when they speak or write, extending vocabulary and speaking and writing skills. In other words students learn new words with every activity and create a base of words built on the activity. Active English learning is the student doing more than just listening. The student must write, read, speak and listen all the time (Taylor, 1998).

All activities extend the knowledge of the students through student research, with students doing the task. This means that after the lesson, the student can extend the lesson by doing more than the lesson. Homework is revising the lesson and extending it by adding more words or writing a story about the lesson or the topic. The students research and extend their own learning. Speaking is a natural extension of every activity. Students are encouraged to read out loud as the lesson progresses, repeating words heard. If you are in a classroom, then speak quickly but you must vocalize the words and read out loud the passages as this is a speaking English class (Maggi, 2008).

Integrated English and content instruction has become a popular option of traditional ESL or EFL instruction. Advocates of this approach believe that a language can be learned effectively when it is the medium of instruction, rather than just a subject.

Based on this belief, integrated English and content instruction is a method that integrates English with other subject matter instruction. The technique focuses not only on learning English but also using English as a medium to learn mathematics, science, social studies and other academic subjects (Maggi, 2008).

Integrated English and content instruction has many benefits. First of all, language acquisition is based on input that is meaningful and understandable to the learner. Such integration increases student's interests with content themes and therefore it provides a meaningful basis for understanding and acquiring new language structures and patterns. Secondly, language cognition and social skills develop concurrently among young learners. Language is a crucial medium that social and cognitive development proceeds (Genesee, 1994). By learning core subjects in English, learners can obtain core concepts and develop social skills. Third, the integration of English and content instruction emphasizes the specificity of functional language use (Ibid).

2.3.5 Cooperative Learning

In cooperative learning, students work with each other to accomplish shared or common goal. The goal is revealed through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goals (Gibbs, 1994). Cooperative learning can produce greater student achievement than traditional learning methodologies. All members of a cooperative team reap from the success of an achievement. One of the essential elements of cooperative learning is the development of social skills. Students learn to take risks and are praised for their contributions. They are able to see points of view of others

apart from their own. Such benefits contribute to the overall satisfaction of learning (Ibid).

2.3.6 Constructivist Teaching Methods

According to Brader – Avaje & Jones (2002) constructivism can be defined as the idea that development of understanding requires the learner to actively engage in meaning making. While constructivism takes on different theoretical meanings with different theorists and contexts, the over arching concept hinges itself upon the nature of knowing and the active role of the learner. (Brader – Avaje & Jones, 2002).

The 21st – century classroom is filled with a dynamic assortment of learners. Students come from all different types of socioeconomic backgrounds, culturally diversified experiences, and learning styles and preferences, unique to each individual. These dynamics create challenge for teachers as they attempt to accommodate the needs of all learners within the various academic settings. Constructivist classrooms emphasize the big ideas beginning with the whole and expanding to include the parts. “The adoption of a more holistic approach for sustainability is also likely to demand that consideration be given to the environment in which students engage in the learning process,” (Herman 2007, p.75). Establishing an environment that promotes a holistic approach sets the stage for further constructivist teaching methods to unfold. In constructivist teaching students’ interests are considered. Constructivist teaching methods also provide opportunities to question the material being presented and explore various topics as their interests are piqued. There is not the strict adherence to a fixed curriculum where students’ interests are shut down or pushed aside. The difference results in the student as an engaged learner versus one who is simply being compliant with the material being presented. Students are active and engaged learners.

Willingham (2009) notes that if the teacher does not direct a lesson to provide constraints on the mental paths that students will explore, the environment itself can do so effectively in a discovery learning context.

2.3.7 Classroom Practices in Holistic Approach in English Language Teaching

Watson and Crowley, (1983) cited the following holistic practices that may be useful to the English teachers:

Find out what interests students and use that information to structure the curriculum. It is amazing what students can accomplish when they are enthusiastic and motivated. One of the authors once implemented a second semester language arts programs that had only two rules: you must read and you must write. Each student signed a contract to read, write and report in some way on a topic of interest. The teacher tailored the contracts based on each student abilities as observed during the first semester. Each student competed against himself or herself rather than each other. After some initial difficulty the students flourished under the programme. Interest serves as a powerful motivator to the student. Then read to students' everyday and/or tell them stories. All literature comes from the oral tradition we learn to love literature by experiencing it.

Provide young adolescents with the opportunity to write everyday. They should write about things that interest them and the writing activities should be varied. These may be individual or group writing. Writing activities should be both challenging and enjoyable. Inside out Dan Kirby (1988) show cases of all types of creative activities and approaches. Encourage students to read real literature, minimize the use of the literature with its excerpts and skills focused literature activities excellent literature for young adolescents abounds look for it and use it. We hook young adolescents on

reading for pleasure by offering real, age appropriate literature that appeals to their interests, not textbooks.

Take advantage of the social nature of reading and writing to promote paired, group and other cooperative reading activities. In short, provide opportunities for the integrated practice of reading, writing, speaking and listening. Research suggests that activities aimed at improving skills in one area may produce positive results in other areas (Myers, 1993).

In addition to encouraging integrated reading, writing, speaking and listening activities, encourage students to discuss the process of reading, writing, speaking and listening as well. Teach the mechanics of language literacy in context to reduce students' anxiety, over writing mechanics for instance. Consider avoiding the use of transitional terminology. Ask students to discuss whether their message is clear and what ensures or prevents that clarity. Too often students learn these mechanics through teachers' comments: "You have a fragment in the third sentence". It is better for students to discuss with each other why a sentence is unclear. Students listen to peers much better than they listen to the teacher (Myers, 1993).

Set the example where reading and writing are concerned. Many students never hear about a teacher reading or writing for pleasure. Teachers at all levels need to read literature to satisfy their own interests and to be familiar with literature that is appropriate for their students.

2.3.8 Materials in Holistic Approach in ELT

In a whole language classroom the teacher and the students plan together what they will do when they will do it and how, what materials will be needed, how they will be

obtained or distributed, who will be where. In such a classroom there are books, magazines, newspapers, directories, signs, package, labels, posters and every other kind of appropriate print all round. Students bring in all kinds of written language materials appropriate to their interests and the curriculum (Schurr et al., 1995). Whole language instruction focuses on communication rather than language as a sequence of grammatical patterns. It emphasizes on genuine everyday language and students communicate effectively in order to complete a task. Speaking is given as much time as reading and writing. Whole language tends to be student-centred and resemble the natural language learning process by concentrating on the content/meaning of the expression rather than form (Nunan, 1988).

2.4 Curriculum Development Process in Kenya

Barasa (2005) states that every society has a stake in the process of education because it offers the main means of training the younger generation. This puts the curriculum process at the centre of any debate related to the process of education in any country. Curriculum development from a language educator's perspective broadly explained is a decision making process made up of three dimensions: the dimension of policy involving the selection of desired aims: the dimension of pragmatics, which is influenced by the kind of constraints that impinge on those aims: and participants in decision making. Curriculum development in Kenya is mainly an activity or process delegated to Kenya Institute of Curriculum Development (KICD), an agency of the Ministry of Education. With the establishment of K.I.C.D, curriculum development in Kenya became centralized and teachers were restricted to the implementation of the produced curriculum (Ibid).

One of the disadvantages of the centrally based curriculum development is that teachers tend to follow this externally planned syllabus without relating it to the local situation, (Shiundu & Omulando, 1992). Opposing the dictatorial nature of curriculum centers on teachers concerning the development of programs, Lewy (1997, p.7) states that:

A curriculum centre does not have a legal or moral right to impose a new programme on teachers: curriculum centers are entitled to suggest educational programs only if their work reflects values prevailing in society and also represents consensus concerning proposed goals: this implies that curriculum development centers have in most cases imposed their programmes on teachers.

The result is that teachers do not implement the curriculum programmes fully either because they are ill prepared or they have a negative attitude towards the programme. Tanner and Tanner (1980) posit that there is no substitute for the intelligent participation of the teacher in curriculum development. Ondiek (1983) asserts that one of the most important roles of teachers is that they must make firm decisions about all factors and elements of the curriculum. The teacher's role in curriculum process and change is taken for granted. He/she is expected to adapt to the new changes immediately. Lawton (1980) observes that the solution to the numerous questions about who should control or influence the curriculum lies in allowing all those who have a stake in the curriculum a share of input and this includes the language educator.

In considering curriculum using a holistic approach, one must address the question of what students need to learn. Since holistic education seeks to educate the whole person, there are some key factors that are essential to this type of education. First, children need to learn about themselves. This involves learning self respect and self esteem. Second, children need to learn about relationship. In learning about

relationships with others, there is a focus on social literacy (learning to see social influence) and emotional literacy (ones own self in relation to others). Third, children need to learn about resilience. This entails overcoming difficulties, facing challenges and learning how to ensure long term success. Lastly, children need to learn about aesthetics. This encourages the student to see the beauty of what is around them and to have awe in life (Rowman, 2007).

According to Goodman (1986), being a whole language teacher raises the level of professional authority and responsibility. It means accepting responsibility of staying informed of developing a sound base for classroom planning, practice and decision making. It is important therefore, that support be made continuous and long term. Teachers must not feel abandoned after they have been convinced to change what they are doing. He further asserts that: “It would be unfair, unrealistic, and unwise to expect teachers to make abrupt changes” (Ibid). If language is learned best and easiest when it is whole and in natural context, then integration is a key principle for language development and learning through language. In fact language development and content becomes a dual curriculum (Ibid).

For learners, it is a single curriculum focusing on what is being learned, what language is being used for. But for teachers, there is always a double agenda: to maximize opportunities for pupils to engage in authentic speech and literacy events while they study their community, do a literature unit, carry out a scientific study or develop a sense of fractions and decimals. The teacher evaluates both linguistic and cognitive development. Speaking, listening, writing and reading are all happening in context of the exploration of the world of things, events, ideas and experiences. The content curriculum draws on the interests and experiences children have outside of

school and thus incorporates the full range of oral and written language functions. It becomes a broad rich curriculum that starts where learners are in language and knowledge and builds outward from there (Goodman, 1986).

Language processes are integrated as well. Children speak, listen, write or read as they need to. For example in a scientific study, groups discuss and plan their study, read resource materials, plan and write posters, make and record observations and oral and written reports made (Richards, 1984). Authenticity is essential in a holistic language curriculum. Students need to feel that what they are doing through language they have chosen to do because it is useful, or interesting or fun for them. They need to own the processes they use: to feel that the activities are their own, not just school work or stuff to please the teacher. What they do ought to matter to them personally. Achieving the goal of providing for choice, ownership and relevance throughout the curriculum is neither simple nor easy (Goodman, 1986). But whole language teachers keep these goals in mind to ensure that the curriculum is most effective. As Richards (1984) posits that what is understood by curriculum development in language teaching has often been narrowly conceived. The focus has been primarily on language syllabus rather than on the broader process of curriculum development.

2.5 The Role and Function of English in the System of Education

English is at the heart of the National curriculum. All other learning depends crucially upon mastery of fundamental skills of the English language, which are vital and only for educational purposes but also for our economic growth and competitiveness (Kogan,1976) quoted in Barasa (2005). These words were addressed to a British audience but they could apply to the position of English language in the curriculum in

the Kenyan system of Education. The words underline the importance of English not just as an international language but for the various roles it plays, economic included.

This view is strengthened further by what the Ministry of Education says in its introduction to the 8-4-4 syllabus for English language: “English as a medium of instruction in Kenyan schools is indeed a very important subject both in our curriculum and as a service subject” (K.I.E 1994, p.45). It is the latter statement which underlines the function of English language in the system of education. The purposes are varied beginning with the school leaver will require good English in a variety of professional, commercial and day to day transactions in the Kenyan and international environments (Ibid:45). English like all other foreign languages that are official languages is taught and learnt in Kenya to achieve several objectives as presented in K.I.E (1994), which include:

- i) To develop the learner’s intellectual powers.
- ii) To increase the learner’s personal culture by reading literature and philosophy.
- iii) To increase the learners’ understanding about how language works.
- iv) To teach the learner to learn a language so that he can do research.
- v) To bring the learner to better understanding of international issues.

In multi-lingual and multicultural societies such as Kenya, English facilitates the needed mobility for students among the different provinces. It also promotes uniformity of teacher education and all national curricular. English is the official language of communication in Kenya as well as a medium of instruction in our schools, colleges and universities. It is also the pre-eminent language of international communication. Consequently those who master English reap many academic, social and professional benefits. In the school setting, proficiency in English will make the

learning of other subjects much easier. The importance of English is strengthened by the fact that with the integrated approach to teaching English, English is taught through other subjects in the curriculum (K.I.E 2002). If English is used effectively, the learners will not only perform well in exams but also have communicative competence.

Omulando (2002, p.30) observes that all teachers must be responsible for issues related to language use in school, this view is supported by Barnes (1969, p.125) who says that language is the means, by which people learn, understand and communicate and therefore it is the responsibility of every teacher. This is true, taking into consideration that all learning take place through language and that learners come to understand ideas by putting them into their own world as they think them through.

The teacher should therefore know that success in other subjects is likely to be greater if all teachers considered the use of language in teaching; they should work together in concerted effort to improve students' language which is desperately vital for their personal, intellectual and occupational lives.

2.6 Related Studies

Various studies have given attention to the integrated approach to teaching language. Chien (2001) carried out a study among students of Chung-Hu Elementary schools in Taipei Country-Taiwan. The task was how to integrate English into life course, so the students would learn English as well as the core concepts. Having been assigned to teach a life course to second grades in a rural elementary school in Taipei County, the researcher decided to attempt to do just that. The objectives of this study included: determining the students attitude towards the teacher of English being their life course

teacher and finding out the challenges faced by the language teacher while teaching the life course in Taiwan.

After data analysis he concluded that integrating English into life course should be done because it provides motivation for students to learn better. He also provides ways to effectively integrate English into her life course. He suggested issues for further research which guides this study into carrying out a research for the researcher's local situation. They included: several areas still need to be investigated in order to more completely understand the effects of integrating English and content instruction. One area that needed to be addressed concerns parent's other subjects teachers' attitude and perception of the importance of integrating English into content instruction, and how to overcome teacher's reluctance to use English when teaching core subjects (Chien, 2001). This is related to the current study because integrating English and content instructions is an element of the holistic approach. The difference however is that the study was only based on integrating English with other subject matter instructions while the current study focused on many other aspects of holistic approach which include: transformative learning, contextualized language teaching, cooperative learning and constructivist teaching.

Ong'ondo, (2003) carried out a study on the impact of drama on communicative competence of secondary school students in English language. One of his objectives was to find out whether drama students display better communicative competence in English than non-drama students. He established that drama has positive impact on learner's communicative competence in English language. Drama indeed enhances a participant's writing and speaking abilities in English. The study dwelt on drama activities outside the classroom while the current study focused on learner's active

participation in the language classroom through role play and other aspects of holistic approach such as discussions, language games and hot seating.

Magut (2003) studied an investigation into the use of process approach by teachers of English effective for learning of writing skills in Kenya secondary schools. Among her objectives was to investigate the selection of learning activities by teachers of English in their teaching of writing as a process. She recommends that teachers of English should organize groups or paired work when designing learning and teaching activities during writing. She also recommended that learners should be given opportunities to write on topics of their own choice. The present study found her work relevant. This was based on premise that it is the teachers' ability to select and organize the contents for learning that determines the students' responses. The gap in Magut's study that the present study seeks to fill is that the latter looks at broader aspects of the holistic approach including challenges the teachers and learners face in the use of the holistic approach in the language classroom.

Rosamond, (2003) in his 'Communicative Language Teaching in Practice' looked at class activities, classroom research, classroom techniques and communicative competence among others. This was a research project on the teaching of L2 in Scotland using communicative approach. The research further gives a discussion of four-role playing and stimulation activities observed as part of the study. The research found out that student involvement in class is inevitable for better learning and above the class activities. This is related to this study in that this study looked at learner and teacher roles in the language classroom.

Wamakonjio (1986) carried out a study in Elgeyo-Marakwet District in which he investigated into the awareness of secondary school teachers on the role of English in the school curriculum. In his findings, he stated that the teachers are aware of the role of English in the school curriculum. This is related to the present study which also looked at the role of English language but deviates a bit in the sense that the present study focuses on nature of use or the application of the holistic approach. The teachers could be aware that this approach exists and there are textbooks that focus on it, but the question that puzzles the researcher is: to what extent are they implementing it and with what results?

Mak'obila (2005) in his study 'Theoretical Concepts and Approaches to Teaching English' revealed that a wide range of learning activities were available for teachers to select and use. The activities ranged from role plays, language games, simulations, debates, discussions to dramatization as activities that offered practical methods of teaching English language. This is related to the present study because it covers certain elements of the holistic approach in the language classroom. However, the present study poses the question, are these activities effectively used in the language classroom?

Juma (1991) studied the structure of classroom discourse in Kenyan Secondary Schools in Nairobi area. He concentrated on the functions the language was put into in the classroom by both teachers and learners. She found out that students spent most of their time listening to the teacher and they did not contribute in any way to class presentations. The current study advocated for a change in this trend of activities. That classrooms move away from being teacher-centered to learner-centered.

2.7 Chapter Summary

The focus of the study of the role of holistic approach to instruction in English language emanated from the fact that researches have been done on the aspect of integrated approach but none has based its argument on the holistic concept of education which is also beneficial in a student's whole life. Therefore this research obtained its rationale from the need to consider language teaching within the holistic education. The next chapter deals with the design and methodology used in this study.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the design and methodology that were employed in the study. It highlighted the study design, the study area, the study population, sample and sampling procedures, instruments of data collection, piloting of research instruments, validity and reliability of research instruments, ethical considerations, procedures for data collection and procedures for data analysis.

3.2. Study Methodology

The study used the qualitative research method. Qualitative research seeks to describe and analyze the culture and behavior of humans and their groups from the point of view of those being studied. Qualitative research uses the natural setting for instance a classroom setting (Kombo & Tromp, 2006). The researcher chose the qualitative research method because the study intended to get responses from the interview schedules and to observe the behaviour of teachers and students in a classroom situation to establish the use of the holistic approach to the teaching and learning of English language. The qualitative approach enabled the researcher to use interview and observation schedules in order to collect relevant data for the study.

3.3 Study Design

The study adopted the descriptive survey design. The descriptive survey has been the most widely used research method in education. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002). Mugenda and Mugenda (2003)

posit that survey research is probably the best method available to Social Scientists and other educators who are interested in collecting original data for the purposes of describing a population which is too large to observe directly. The researcher chose the descriptive survey because the study intended to gather facts that provide information on the teachers' and learners' perceptions of the holistic approach, teachers' use of the holistic approach and the challenges faced by the teachers and learners in the use of the holistic approach in the teaching and learning of English language. The researcher also used descriptive survey because the study intended to use structured interview which is recommended for descriptive studies (Kothari, 2004)

3.4 Study Area

The study was carried out in Busia Sub County of the larger Busia County. Busia County comprises seven sub counties namely Busia, Teso North, Teso South, Bunyala, Samia, Butula and Nambale. Busia Sub County was chosen because the researcher was conversant with the area hence negotiating access and movement was easier. Secondly, there was no evidence of a similar study having been made in the area. Moreover the researcher noted that students in Busia Sub County lacked communicative competence and morals, values and character. The researcher considered that secondary schools in Busia Sub County were representative enough since they share a common curriculum with other secondary schools in Kenya.

3.5 The Study Population

The study population was drawn from 32 Secondary schools in Busia Sub County. The respondents included 68 teachers of English and 1620 form three students (Busia Director of Education's Office Statistics, 2014). Form 3 students were selected because at this level, the learners were thought to have been exposed to the holistic

approach for the last two years. The teachers of English were selected because the research intended to establish the teachers' use of the holistic approach in the teaching and learning of English language.

3.6 Sample and Sampling Technique

Simple random sampling was used to select 10 out of the 32 secondary schools in Busia Sub County. This comprised 30% of the total number of schools in the county which is considered a representative number for this kind of study (Mugenda & Mugenda, 2003). A total of 20 teachers of English teaching form three classes were purposively selected for the study.

A total of 162 form three students were randomly selected from the ten schools. A total of 16 form three students were selected from eight schools and 17 selected from 2 schools that had high population. The 162 students sampled met the threshold of 10% which is considered representative enough according to Kerlinger (1973) as cited by KIM (2009). Form three students were selected because at this level, the learners were thought to have been exposed to the holistic approach for the last two years. A total of 10 lessons were observed. These were selected using convenient sampling. Both teachers and learners were observed in one stream per school during the English lessons. The use of convenient sampling in deciding lessons to be observed reduced chances of failing to observe the desired number of lessons. This information is summarized in table 3.1 below:

Table 3. 1: Sample and sampling procedures

Item	Population	Sample	Percentage	Sampling Technique
Schools	32	10	30	Simple random
Teachers of English	68	20	30	Purposive
Form three students	1620	162	10	Simple random
Lessons observed		10		Convenient

3.7 Instruments of Data Collection

This study used the interview schedule and observation schedule to collect data because the two instruments were relevant for collecting qualitative data. The interview schedule enabled one on one interaction that also allowed the possibility of gauging the respondents from their body language. The observation enabled the researcher to see the actual behaviour of the teachers and learners in the language classroom and also to confirm the responses from the interview.

3.7.1. Interview Schedule

An interview is a formal meeting or communication framework between two parties whose primary objective is the procurement of factual information (Creswell, 2009). The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2004). The researcher used structured interview which involved subjecting every informant in the sample to the same stimuli, that is asking each informant similar questions. This type of interview is recommended for descriptive surveys which this study used. Furthermore Kothari (2004) asserts that in case of descriptive studies, we quite often use the technique of structured interview because of its being more economical, providing a safe basis for

generalization and requiring relatively lesser skill on the part of the interviewer. The researcher formulated an interview guide which had a list of questions tailored to address specific objectives of the study. The interview guide obtained both close-ended and open ended questions which had alternatives from which the respondents were to select the answers that best described themselves and the situation. Mugenda (1999) posits that open-ended questions give respondents complete freedom of response thus ably supplement close-ended questions. In this study, the open-ended questions enabled the researcher get the opinions of the respondents on the perceptions of the teachers and learners on the holistic approach, the teachers use of the holistic approach and the challenges faced by the teachers and learners in the use of holistic approach in the teaching and learning of English language.

3.7.2 Observation Schedule

The researcher observed the teachers and learners in the English language classroom to establish the elements of the holistic approach. This was necessary to get information which was not in the interview guide. The main advantage of this method is that subjective bias is eliminated if observation is done accurately (Kothari, 2004). Kombo (2006) notes that direct observation allows the researcher to put behavior in context and thereby understand it better. Hopkins (1980) posits that through observation the record of what actually happened is available for problem clarification, formulation of results and discussing conclusions. Creswell (2009) says that a non participant observer takes a position where his presence is not disturbing to the group under observation.

In this research, an observation schedule was prepared and used in the English language classroom to record the elements of the holistic approach to the teaching and

learning of English language. The instructional behavior of teachers in the classroom including: allowing learners to make a choice of what they want to learn and to question the material being presented, to draw concepts from their own life experience and engage in activities such as hot seating, language games, discussions and debates which are elements of the holistic approach were observed. The learners' behavior in the classroom such as participating actively through asking questions, relating what they have learned to their own life experiences, discussions and debates were also observed. The researcher checked off each behavior in the observation schedule as it occurred and gave comments on how the elements of the holistic approach were used. This permitted the researcher to spend time thinking about what was occurring rather than how to record it and thus enhanced the accuracy of the study data.

3.8 Piloting of Research Instruments

Piloting is the process of trying out data gathering instruments on a group similar to the one that will form the sample. A pilot, or feasibility study, is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies (Lancaster, et al., (2004).

Piloting of the instrument is important because it tests how long it takes respondents to respond to the questions, to check that all questions and instruments are clear and to enable one to remove the items which do not yield usable data. The pilot study was carried out in 3 schools among teachers teaching form three English and 60 form three students in three schools in the neighboring Teso District. The neighboring district

was used in the pilot study to avoid the problem of bias and to ascertain the validity of the data collection instruments. The responses of the pilot enabled the researcher to revise the instruments before the main study data collection process. For example it enabled the researcher to revise question nine of the teachers' interview schedule. The question was: "English is best learned through speaking, reading, writing and listening skills." It was revised to read, "English is best learned through experiences and activities that lead to acquiring speaking, reading, writing, and listening skills". This ensured that the ambiguity in the initial question was removed before conducting the interview.

3.9 Validity and Reliability of Research Instruments

3.9.1 Validity

Validity determines whether an item measures or describes what it is supposed to measure or describe. According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The researcher tested for construct validity to establish whether the interview questions were capturing the use of holistic approach in the teaching and learning of English language. This was achieved through piloting of the instruments. The researcher also sought advice from the supervisors and experts from the department of Curriculum Instruction and Educational Media on which instruments are adequate to fulfill the objectives and obtain answers to the questions raised. The suggestions from the experts were used in making the necessary improvements of the instruments especially the classroom observation schedule. These opinions from subject experts helped in ascertaining content validity, face validity and criterion validity.

3.9.2 Reliability

The reliability of the research instruments was checked from the results of the pilot exercise. Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials, (Mugenda & Mugenda 2003). This research employed the test-retest method of assessing the reliability of data. The test re-test method is a process where the same research instruments are administered to the same group of respondents twice. This was done after a time lapse of two weeks between the first and the second test. To test whether the interview questions and observation checklist were reliable; the researcher piloted them in three secondary schools in Teso District prior to the actual research. The reliability was tested through the test and retest method. Internal consistency of the interview questions was ascertained by administering the same instrument to all the respondents in the pilot and checking whether the same question yielded similar response from different participants.

3.10 Procedures for Data Collection

A letter of introduction to the National Commission for Science Technology and Innovation was obtained from the university to obtain a research permit. The permit was used to secure permission from the County Commissioner, the District Education Officer and Heads of Schools to access and interact with the respondents from the selected schools. The researcher made prior visits to the selected schools and made appointments with the schools administration and Heads of language departments in order to allocate time for the researcher to collect data. The researcher contacted the relevant teachers on the appointed dates to organize target classes, obtain samples and administer interviews. The researcher administered the interview questions to teachers and students selected for study during the first visit to the schools. The

information collected from the interview schedule was compared with the data collected during the classroom observation and this was expected to provide a comprehensive view of the use of the holistic approach in teaching and learning of English language.

The observation exercise was done during the second visit in the selected schools. The researcher introduced herself to the classroom teachers and students before sitting at the back of the class to observe the teacher and learner interaction so as to record the use of the elements of the holistic approach in the teaching and learning of English. These included: creating interest in the lesson by greeting the learners and having a plenary of the previous lesson, allowing learners to make a choice of what they want to learn and to link the content of the text to current events and their own experiences, engaging students in activities such as hot seating, language games, debate and discussions, use of other resource materials apart from the text in the English language classroom and using language in real life situations. This was necessary to avoid tension and confusion in the course of the lesson. The target behavior was scored any time it occurred in the lesson. The observer used sign coding which consisted of a set of behavioural categories. Each time one of these pre-selected skills occurred, it was coded.

3.11 Ethical Considerations

In any research it is important to put into consideration some moral principles that govern the research process. Ethics encompasses the analyses and employment of concepts such as right and wrong, good and evil and transparency, accountability and responsibility. Further ethics in research do not only apply to methods used during data collection but rather to the entire research process (Mugenda, 2011).

The study undertook several ethical considerations. First, consent was sought after the researcher informed the respondents the content of the study. Their acceptance to participate in the study was a green light to go ahead with the interview. The respondents were informed that the information provided would strictly be confidential and would be used for academic purposes only.

The research study was free of plagiarism. The researcher was aware that fraud is a serious professional offence, therefore to avoid plagiarism, all the information used like the citations were all cited in the work and all data collected, its presentation and the results were done with high integrity. The data collection was only done after obtaining a certificate of authorization from the National Commission for Science Technology and Innovation as required by the law.

3.12. Data Analysis Procedures

The data collected was analyzed thematically. This method of analysis was appropriate for the study because the study was qualitative. According to Creswell (2009), generic form of analysis involves collecting qualitative data analyzing it for themes. In this study the analysis was based on the following themes: teachers' and learners' views on holistic approach in the teaching and learning of English language, Teachers use of holistic approach in the language classroom and Challenges faced by Teachers and Learners in the use of holistic approach to teaching and learning of English language. These themes captured the objectives of the study. The analysis of the findings was also based on the theoretical framework of the study.

3.13 Chapter Summary

This chapter has described in detail, the research design and methodology employed in the study. It has highlighted the specific study area, the study population, instruments of data collection, data collection and data analysis. The next chapter consists of the presentation, analysis, interpretation and discussions of data.

CHAPTER FOUR

4.0. DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter consists of data presentation, analysis interpretation and discussion of findings. The data collected is presented according to themes which were formed from the main objectives of the study. The data analysis and interpretation was based on interview and observation schedules. The respondents involved in this study were 20 teachers and 162 form three students from 10 Secondary schools in Busia District. The data was collected to find out the teachers and learners perceptions of the holistic approach, the teachers use of the holistic approach and determine the challenges faced by teachers and learners in the use of the holistic approach.

4.2 Teacher Interview Schedule Responses

Teachers were asked questions that were meant to establish their opinion on holistic approach to the teaching of English language. The questions specifically sought information on whether the teachers of English use the holistic approach; how the holistic approach affects the learning of language and the challenges teachers face in the implementation of the holistic approach. There were a total number of 20 teacher respondents who participated in the interview. The 20 teachers were those teaching form three English language. These were different in level of qualification and experience as given below and presented in Figures 4.1 and 4.2.

4.2.1 Level of Professional Qualifications

The researcher investigated the teachers levels of professional qualifications of the 20 teachers based on Bachelors of Education degree, Post graduate diploma in education

and Diploma education. The responses revealed that 12 teachers representing 60% of the respondents had a Bachelor of Education Degree (B.ED), 6 teachers representing 30% were Post Graduate Diploma in Education (P.G.D.E) holders while 2 teachers representing 10% had Diploma in Education (Dip.ED). This showed that all the 20 teachers in the study had attained a college level training which meant they were aware of the holistic approach to teaching English language. This information is presented in Figure 4:1

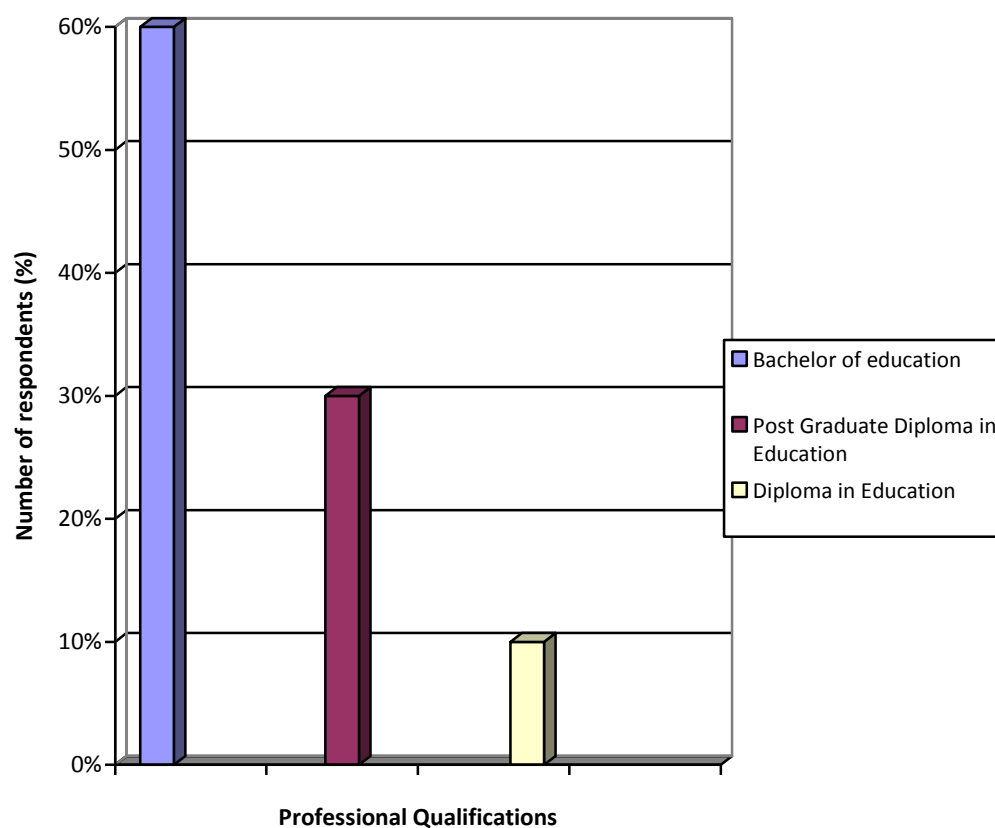


Figure 4. 1: Professional Qualification of the respondents

4.2.2 Teaching Experience

The investigated the teaching experiences of the teachers and the responses revealed that out of the 20 teachers, 6 (30%) had taught for 10 years and above, 5 (25%) had taught for between 7 and 9 years, 4 (20%) had taught for between 4 to 6 years while another 5 (25%) had taught for less than 3 years. This information aimed at establishing the impact of the teaching experience on the competence of the teachers in handling form three language using the holistic approach. Figure 4.2 illustrates this information.

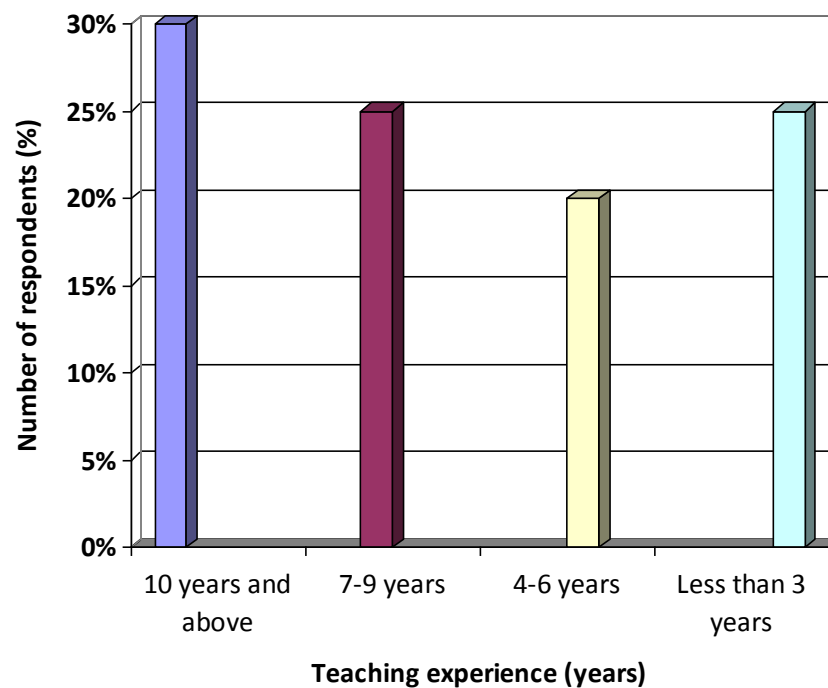


Figure 4.2: Teachers' teaching experience

4.3 Perceptions of Teachers and Learners on Holistic Approach

The study found out that the teachers and learners acknowledge the importance of the holistic approach in the teaching and learning of English language. The findings are discussed under the following titles:

4.3.1 Relevance of the Current English Language Syllabus

The study found out that the teachers and learners highly value the current syllabus which fosters the holistic development of learners. The majority of the teachers were of the view that the current English language syllabus is relevant to the learners' needs. For example

Naomi Said:

The syllabus fronts texts, topics and tasks based on the emerging issues like HIV/AIDS, technological advancement, moral and spiritual values.

Gregory also concurred and said:

The current language syllabus places great emphasis on meaningful communication from the learners' point of view.

Learners were also found to acknowledge the important role of English language in their lives for example, one student, Rodgers said:

Learning English helps me to communicate better both in and out of school. It also teaches me how to relate well with others by using polite language like excuse me, sorry and please. Learning English allows us to be able to respond well in interviews when looking for jobs.

This is a strong basis for effective teaching using the holistic syllabus which selects the items the learner needs to know in order to get things done as opposed to the traditional syllabus which selects language items solely on the basis of linguistic criteria.

4.3.2 Using Language in Real Life Situation

The holistic approach focuses on meeting the needs of the child as well as his or her psychological development and emotional needs through language use. The majority of the teachers were of the view that the current language syllabus allows learners to use language in real life situations.

Both the teachers and learners agreed that learning is enhanced when learners draw concepts from their own experiences. The learners said that the English language classes are more interesting if they are allowed to use their own life experiences as they learn language. For example, a student, Geoffrey said:

We find the English classes interesting when the teacher gives us time to tell stories of our own experiences related to the topic being learned.

Another student, Caren also had this to say:

Our teacher of English Mr. Okelo makes English lessons very interesting because he allows us to give our own stories in the classroom. This makes me remember what he has taught even after a long time.

4.3.3 Interacting in Groups or Pairs

The findings revealed that majority of the teachers and learners agreed that learning is enhanced when learners interact in groups or pairs. Holistic language calls for interaction among learners through reading, writing, speaking and listening. Encouraging cooperative learning rather than students working in isolation enhances better learning.

The teachers and learners stated that language learning occurs not only through exposure to the teacher's input but also through peer input and interactions. For example, teacher Charles said:

In most cases learners show better understanding when they interact in groups or pairs. Discussion also helps to motivate the slow learners. This approach is actually more effective than the lecture method where some students tend to fall asleep or get absent minded.

Mary, a student had this to say:

We enjoy learning English when we listen to our peers than when the teachers explain. This is because in discussion, each student has a chance to speak out his views.

4.3.4 Safe and Relaxed Learning Environment

Learning is enhanced when teachers create a safe and relaxed learning environment to the learners. The majority of the teachers were of the view that learning is enhanced when learners are allowed to make a choice of what they want to learn and to organize their own work and manage their own time. They added that this was one of the ways of creating a safe and relaxed learning environment.

4.3.5 Use of Content from other Subjects in the language classroom

The teachers were interviewed on concepts from other subjects that they frequently use in the language classrooms and they expressed that they bring in concepts such as HIV and AIDS, drug abuse, conservation of environment, social and moral values into the language classroom. They expressed the view that language is not learned in isolation, the students are allowed to study content areas of interest as they learn language. This affirms that success in other subjects is likely to be greater if all teachers considered the use of language in teaching. Proficiency in English makes the learning of the other subjects much easier.

4.3.6 Acquiring reading, speaking and writing skills in one lesson

The teachers views were sought on whether English is best learned through experience and activities that lead to acquiring, speaking, reading, writing and listening skills. All the respondents agreed with this opinion. They all concurred with the view that students learn through doing and when they are actively involved in the learning process.

4.4 Use of holistic approach in the language classroom

This section mainly focused on the second research objective which was to establish whether the teachers use the holistic approach to the teaching of English language. The research questions aimed at determining whether the teachers of English use English language strategies in the language classroom that are essential to holistic education.

4.4 .1 Allowing learners to make a choice of what they want to learn

The findings reveal that only a few teachers allow learners to make a choice of what they want to learn. They stated that they did not provide opportunities for the students to question the material being presented and explore various topics as their interests were piqued. This implied that a number of teachers do not put into consideration the interest of the learners in the language classroom. For example, Mr. Aloo & Ms. Oyicho had the following to say:

Aloo: Allowing learners to make a choice of what they want to learn would mean missing out on certain areas which are essential in the life of the learner. Learners only want areas that most interest them.

Miss Oyucho: Learners should not be allowed to choose what they want to learn since they will only limit themselves to certain areas of the syllabus and ignore others which are equally important.

The learners indicated that only a few teachers motivate them to learn by giving their time to share their life experiences and relate them to what they were learning.

They said learning is more meaningful when they are allowed to draw concepts from their own experiences. The responses in this question show that learners are not motivated by letting them question the material presented. If students relate their real life experiences to what they are learning, then learning becomes holistic and therefore more meaningful to the learner. Students need to own the processes they use and to feel what they are doing through language they have chosen to do because it is useful or interesting for them.

4.4 .2 Constructing meaning and knowledge from teachers information

Learning is enhanced when teachers allow learners to construct their own meaning and knowledge from the information they receive from the teacher. The findings revealed that only a few teachers allow learners to construct new ideas or concepts based upon their current or past knowledge into the language classroom by encouraging them to become deeply and passionately involved in their studies to explore their passions under the guidance and support of the teacher. Those teachers indicated that their lessons are mainly learner centred. However, the majority of the respondents said that they did not allow learners to construct new ideas or concept based upon their current or past knowledge into the classroom.

4.4 .3 Using other resource materials in the language classroom

In a holistic language classroom, there are a variety of resource materials that enhance language learning such as: magazines, newspapers, pictures, audio visual aids such as radio and television. The majority of the teachers responded that they do not bring other resource materials to supplement the text in the language classroom. This could mean that most teachers still stick to the course book with very little use of other resource materials which inhibits the ability of the learner to develop language use. Only a few teachers allowed learners to read story books, newspapers and magazines in the classrooms. Only two teachers affirmed to using audio visual aids.

A number of teachers said they did not use familiar objects or materials to explain new concepts in the language classroom. For example one teacher Mr. Wanzala had this to say:

It is a waste of time bringing familiar objects to explain new concepts since the information in the text is sufficient.

The majority of the learners stated that most of the English language lessons were boring and they hardly understood certain new concepts explained by the teachers.

Abdi said:

The English lessons are very boring because the teacher rushes through the topics without explaining clearly.

4.4 .4 Listening, Speaking, reading and writing in one lesson

All the language teachers agreed that they engage students in listening, speaking, reading and writing in one lesson. The teachers asserted that English is learned through experiences and activities that lead to speaking, reading listening and writing

Active learning is the student doing more than just listening. The student must write, read, speak and listen all the time. This concurred with the view that holistic English is simply taking one subject and using it for reading, listening, writing and speaking in one single class.

4.4 .5 Use of content from other subjects

Majority of the teachers indicated that they use content from other subjects for introduction and to capture the learners concentration and to link the language lesson to real life situations and knowledge from other subjects. The teachers also agreed that using content from other subjects made the writing skills more meaningful and motivating. They stated that they used materials from other subjects for creative writing. Each student was made to write a story based on his/her own experience and knowledge from other subjects. They asserted that this helped to develop the learners' imagination and to provoke reasoning critical and creative thinking. However, some stated that they only use direction from the class text. This showed that the teachers were aware that good language use and good writing skills are important in all subjects.

A majority of the learners indicated that teachers use content from other subjects in the English lesson. They said the teachers allowed them to write stories based on their own experience and knowledge from other subjects. They also stated that some aspects of grammar such as tenses were developed using verbs that illustrate activities drawn from other subjects. They loved this because it helped them learn English better and also improve in other subjects. This emphasized the importance of English across the curriculum. English is taught through other subjects in the curriculum

which fulfill the objectives of the holistic approach which demands that language is not taught in isolation but used as a medium in which important information can be learned.

4.4.6 Activities in the holistic language classroom

There are several activities in the language classroom which include: debates, discussions, story telling, language games, role play, hot seating among others. The findings revealed that a few teachers use these activities while the majority do not. This shows that teachers limit themselves to very few activities that would enhance learning and create interest in a language classroom.

One teacher Mr. Baraza had this to say:

It is very difficult to engage students in various activities in the language classroom because of the wide syllabus and limited time. That is why teachers do not subject students to activities such as role play, games and story telling. However, the activities would enhance better learning if there was time to use them. Furthermore, there is competition for mean score among schools and that is why we concentrate on preparing the students for examinations.

4.5 Challenges in the use of the Holistic Approach

This section of the teachers' interview schedule was concerned with the third research objective which was to determine the challenges faced by teachers and learners in the implementation of the holistic approach to the teaching and learning of English language.

4.5 .1Accommodating learners individual needs

The study aimed at establishing how the language teachers accommodate the individual needs of all learners in the language classroom. Students come from different types of socio economic background, culturally diversified experiences and learning styles and preferences, unique to each individual. These dynamics create a challenge for teachers as they attempt to accommodate the needs of all learners. In response, some respondents were of the view that learners should be engaged in group discussions to uplift slow learners while others indicated that learners should be asked questions to establish their capability. Some respondents felt that learners should be encouraged to consult teachers. A few were of the opinion that remedial teaching be enhanced in the language classroom. These findings could imply that the language teachers are aware that learning is enhanced when the teacher is creative and responsive to the individuality of their students. Holistic learning advocates for open and honest communication where differences between people are respected and appreciated.

4.5.2 Handling unfamiliar subject matter

The interviews aimed at getting to know how the teacher respondents handle subject matter in the text that students have no knowledge about. Of the 20 teachers who participated in the study, some pointed out that they handled this challenge by bringing familiar ideas and objects into the language classroom. In holistic learning the start of a topic begins with what a student knows then moves to the unknown. Others stated that they used more than one textbook to explain new concepts, while another group indicated that they engaged learners in group discussions. They further

pointed out that they encouraged co operative learning rather than students working in isolation which enhances better learning.

4.5 .3 Limited time and large classes and other challenges

On the challenge of limited time and large classes, the majority of the teachers indicated that they resorted to group discussions. Holistic language calls for interaction among learners through reading, writing, speaking and listening. Cooperative learning activities in the classroom enhances better learning.

Poor reading culture was cited as a major challenge by the teachers. Lack of cooperation from teachers of the other subjects also posed a challenge as pointed out by some of the respondents. Furthermore, the language teachers stated that lack of enough textbooks was a challenge in the teaching of language. Majority of the teachers observed that students' attitude towards the subject was also a challenge. This could mean that the learning of language is affected by environmental factors.

A number of teachers suggested that library lessons should be introduced to enhance reading culture. Others suggested that set books should be availed for reading at form two and textbook ratio should be increased. Some argued that teachers of the other subjects should know that success in other subjects is likely to be greater if all teachers considered the use of language in teaching. They should work together in a concerted effort to improve students' language which is desperately vital for their personal, intellectual and occupational lives. Some of the teachers asserted that school administration should award students who excel in English and provide finances to facilitate extracurricular activities that enhance the use of language.

4.6 Observation Schedule Report

Observation was used as a data collection method to answer the question on whether the teachers use the holistic approach to the teaching and learning of English language. The data collected during the observation of the teachers and learners in the classroom was compared with the information collected from the interview guides and this was expected to provide a comprehensive view of the role of the holistic approach to teaching and learning language.

The 20 randomly sampled teachers of English were observed in the classroom teaching various aspects ranging from English grammar to reading comprehension, literature and Oral Literature, (Appendix 4). The observation was done to investigate the teachers' use of the holistic approach to the teaching and learning of English language.

The results were presented in terms of frequency and description of how the elements of the holistic approach were expressed. The strategies scored in terms of occurrence included: creating interest in the lesson, creating safe and relaxed learning environment, allowing learners to draw concepts from their own experiences, using contextual support to explain new concepts, use of other materials other than the textbook and making the lesson learner centered through various activities.

4.6.1 Creating interest in the lesson

The researcher looked out for how teachers created interest in the lesson. Creating interest involves allowing learners to make a choice of what they want to learn, question the material being presented and manage their own work and their own time.

From the observation it was found out that only a few teachers created interest in the lessons. Observations revealed that 1 teacher asked the students what they wanted to learn. Several learners raised hands to suggest aspects of interest. The teacher helped the learners to settle on what the majority wanted, that is literature (The River Between). In another lesson (lesson 2), the teacher allowed learners to question the material presented. The teacher allowed the learners to ask questions related to the poem 'A Pregnant School Girl' by Everett Standa.

Out of the six teachers who created interest in the lesson, 4 were observed to make the lesson lively by allowing learners to manage their own work and time. For example one asked learners to get into groups and discuss the occurrence of sound patterns in the poem 'A Sudden Storm' by Pius Oleghe. The researcher observed active participation and liveliness in those classes.

The teachers in these classes varied stimulus such that communication between the teachers and students was enhanced and learning became lively. However, the rest of the lessons were dull as the students were not engaged in the learning process. They were simply being compliant with the material being presented.

Lesson 3: Sample lesson showing learners making choice of what they want to learn

Teacher: Yesterday we looked at Direct and Indirect speech. Today I would like us to learn about an aspect of functional writing called 'minutes'.

Learner: Excuse me teacher! Can't we look at poetry today? It is long since we did so and the other class has covered a lot of interesting poems.

Teacher: Teacher, I suggest we continue reading the novel, we had reached chapter 7.

Learners: Yees.....

Teacher: It looks like the majority are interested in reading the novel. Ok! Lets continue now from where we stopped. We shall look at poetry next time. Who was reading? Yes Lucy, It was your turn.

It can be seen from this lesson that the teacher allowed learners to make a choice of what they wanted to learn, thus creating interest in the lesson.

4.6.2 Creating safe and relaxed learning environment

Out of the 20 teachers sampled for the study only a few created safe and relaxed learning environment. In these teachers' classes the researcher observed that learners were able to interact, analyze, interpret and evaluate ideas and curiosity through the use of primary sources and manipulative. Students learnt through doing and were actively engaged in the learning process. However, the rest of the classrooms observed had quiet children who sat still in their seats simply absorbing the information from the teachers and the text. Very little if any, showed that learning was taking place.

In one of the classes where safe and relaxed learning environment was created, the teacher greeted the students and asked how their lunch was. There were chorus answers amidst laughter from both the teacher and learners. The teacher then made a plenary session of the previous lesson and began the new lesson. Learners were allowed to discuss in pairs and move freely to consult on what they did not understand. In another lesson the teacher explained one character trait of Waiyaki and asked the learners to find other traits. This was done through hot seating. One

student sat in front of the class as other learners asked ‘him’ to illustrate some of his character traits and why he possessed these qualities. In another lesson where teachers’ role in the lesson was observed, the teacher created tension in the class and learners remained quiet throughout the lesson. Very little if any, showed that learning was taking place.

Lesson 7: Sample lesson showing safe and relaxed learning environment

Teacher: Good Morning class

Learners: Good Morning Mr. Ochieng

Teacher: How are you? You look very dull, what did you have for lunch?

Learners: (amidst laughter) ‘Githeri’ and strong tea.

Teacher: No wonder! That was quite heavy and I wonder whether I will have any student paying attention in my class today.

Learner: Let’s have group discussion.

Teacher: That’s a good idea, but before we do that, lets have a plenary of what we learnt yesterday.

From this lesson, the teacher enhanced a safe and relaxed learning atmosphere which enhances effective language learning.

4.6.3 Teachers as facilitators in the language classroom

A minimal number of the teachers sampled acted as facilitators in the English language classroom as the students learnt through doing and were actively involved in the learning process. A part from the teachers’ input, there was also peer input and interactions. Students assumed active social roles in the classroom that involved

interactive learning, negotiation, information gathering and co-construction of meaning. However, majority of the teachers used the lecture method during the lesson, while the learners played a passive role in the classroom.

4.6.4 Allowing learners to draw concepts from their own experiences

Only a few out of the sampled teachers allowed learners to draw concepts from their own experiences during the English lesson. This was especially evident in comprehension passages. These teachers asked learners to narrate their experiences related to a passage before the actual reading was done. The researcher observed that in those classrooms, learners' curiosity and interest in the lesson were enhanced. One teacher who was teaching the novel (*The River Between*) asked learners to narrate their experiences on relationships before handling the relationship between Nyambura and Waiyaki.

The findings revealed that holistic learners like to take their time learning, making mental comparisons when they read new things. They like to compare new concepts to concepts they already know using mental pictures, similes or analogies. The teachers taught grammar and gave structure exercise but also gave time for dialogue that would be useful in the students' lives and natural conversation.

Lesson 11: Sample lesson showing learners drawing concepts from own experience

Teacher : So we have looked at the poem 'A Pregnant School Girl'.

If you were in the girl's shoes, what would you have done after your boyfriend dumps you after making you pregnant?

Farduwsa: I would not go back home instead I would go to my aunt's place, find a way of carrying out an abortion.

Learners: Heee! Nooo!

Teacher: Yes, that's her view who else? Yes Lucy?

Lucy: I would accept my situation, go and face my parents and be ready to face the consequences. I would not abort but give birth and request my parents to take me back to school.

Teacher: What lesson do we learn from what happened to the girl? Yes Margaret.

Margaret: It is good to set our priorities right, avoid being cheated with gifts by boys who just want to satisfy their lust and dump us.

Teacher: Good Margaret. Can we get into pairs and discuss our own experiences of boy girl relationships (learners get into groups amid excitement).

From this lesson we can see that the teacher adopted the holistic approach to teaching. Others just understanding the poem, the learners were able to get lessons on moral integrity.

4.6.5 Use of contextual support to explain new concepts

Use of contextual support to explain new concepts were done by just a few teachers. The themes and topics were from the real world and of obvious interest to the learners. The teachers in those classes used a variety of activities to get students

involved in both the language and the content or context. The teachers in those classes allowed learners to construct their own meaning or knowledge from the input they received.

In many classes however, the researcher observed, that there was strict adherence to the fixed curriculum and the students' interests were shut down or pushed aside. The students learnt new concepts in the absence of contextual supports. They had to rely totally on the verbal or written information presented by the language teacher.

4.6.6 Use of other materials other than the text in the language classroom

The researcher observed that very few teachers used magazines, newspapers, audio visual aids and posters to teach English. This implied that very few teachers used other materials other than the text book in the English language classroom. Such lessons kept the learners involved and their interest in the lesson was evident. Many teachers, on the other hand, focused on parts rather than whole, expecting students to learn parts such as punctuation from units of a text rather than through actual reading and writing experiences. Out of the 20 teachers sampled for the study, some made the lessons learner centered through group discussions, others through debates. A few used role play and involved learners in language games and hot-seating was only used in one lesson. Many of the lessons were teacher centered since the learners did most of the listening as the teacher provided information.

Active English learning is the student doing more than just listening. The student must write, read, speak and listen all the time for effective learning to take place. The teacher uses a variety of activities to get students involved in both the language and the content or context. Some teachers allowed students to organize their own work

and manage their own time. Students assumed active social roles in the classroom that involved interactive learning, negotiation, information gathering and co-construction of meaning. The researcher observed that the other classes were rather dull with teacher as the only source of information and the learners simply being compliant with the material being presented sampled teachers. Only a few of the sampled teachers involved learners in reading, writing listening and speaking in one lesson. English is learned through experience and activities that lead to speaking, reading writing and listening. In many classes, the teachers simply involved learners in listening and writing while reading and speaking were very minimal.

4.7 Discussion of Findings

This section discusses the findings based on the objectives of the study namely: to find out the teachers and learners perceptions on the holistic approach, to establish how the teachers of English use the elements of the holistic approach and to determine the challenges faced by the teachers and learners in the use of the holistic approach. It also discusses the findings based on theoretical frameworks which are: the constructivist theory of learning and the experiential learning theory.

4.7.1 Based on Objectives

4.7.1.1 Teachers and Learners perceptions on the Holistic Approach

The teachers and learners strongly agreed that the current English language syllabus is relevant to the learners needs. This is a strong basis for effective teaching using the holistic approach which selects the items the learner needs to know in order to get things done as opposed to the traditional language syllabus which select items solely on the basis of linguistic criteria. This concurs with the concept of holistic education which aims to call forth from learners an intrinsic for life and a passionate love for

learning. Holistic language seeks to respect and work with the meaning structures of each person. Therefore the start of a topic would begin with what a student may know or understand from their world view, what has meaning to them rather than what others feel should be meaningful to them. The findings also concur with the aim of integration which was to embrace the concept of holistic education based on the premise of contextualization of language teaching and use of language in real life situations.

The teachers affirmed that the current syllabus allows learners to use language in real life situations. The holistic approach focuses on meeting the academic needs of the learner as well as his or her psychological development and emotional needs through language use. Holistic education advocates a transformative approach to learning rather than seeing education as a process of transmission and transaction. Holism understands knowledge as something that is constructed by the context in which a person lives, (Miller, 1999).

The findings also revealed that the teachers and learners agreed that learning is enhanced when learners draw concepts from their own experiences and when learners interact in groups or pairs. This concurs with Bruner's Constructivist Theory of Learning which states that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge, (Bruner, 1996). Teaching and learning language is made more authentic and interesting if content is drawn from learners own experiences and actual environment. Encouraging cooperative learning rather than students working in isolation enhances better learning. Gibbs (1994) asserts that cooperative learning can produce greater student achievement than traditional learning methodologies. All members of a cooperative

team reap from the success of an achievement. The respondents also agreed that the English course book allows learners to use concepts from other subjects in the language classrooms. This concurs with the content based learning which states that instead of teaching language in isolation, the target language becomes the medium in which important information can be learned.

4.7.1.2 Teachers use of the Holistic Approach

From the responses in the interview and the observations made by the researcher, it was found out that not many teachers allow learners to make a choice of what they want to learn. Only a few teachers created interest in the lesson by allowing learners to question the material being presented and to choose their own materials and topics of interest. This contradicts the view that the adoption of a more holistic approach demands that consideration be given to the environment in which the students engage in the learning process (Herman, 2007). According to Forbes (1996), the teacher is seen less as a person of authority who leads and controls but rather as a friend a mentor, a facilitator an experienced traveling companion. Open and honest communication is expected and differences between people are respected and appreciated. The findings revealed that most teachers do not engage the learners in a variety of activities such as debates, role play, hot seating, language games and group discussions. Such activities point to a more holistic approach to the teaching and learning of English language. Learning is enhanced when students interact in groups or pairs.

Gibbs (1994) posits that cooperative learning can produce greater student achievement than traditional learning methodologies. Classroom practitioners often

define the holistic language in terms of classroom practice (Myers, 1993). Holistic language calls for interaction among learners through reading, writing, speaking and listening. This has led to the common practice of cooperative learning activities in the classroom.

While all the teachers affirmed that English is best learned through experience and activities that lead to acquiring speaking, reading, writing and listening skills, observation of teachers in the language classroom revealed that only a small number of teachers engaged the learners in speaking, reading, writing, speaking and listening in one lesson. Learners should be immersed in reading, writing, speaking and listening. In the real world as well as in the effective classroom, language use is holistic. Teacher should depart from the separatist mentality and recognize the connection among the language arts processes. It is not enough to exercise one or two language facilities; we need to provide ample opportunities for enhancing all facets of language. On the use of familiar objects or materials to explain new concepts only a few students agreed that the teachers use familiar ideas to explain new concepts. Walch (2007) says that some teachers supply a wealth of contextual support to their students when teaching new strategies and new words but many don't.

4.7.1.3 The Challenges faced in the Holistic Approach

Many teachers did not respond to the individual learning needs and interests of learners. They moved at the pace of fast learners while the slow learners lagged behind. According to Brooks and Brooks(1993) “the 21st Century is filled with a dynamic assortment of learners; students are coming from different types of socio-economic backgrounds, culturally diversified experiences and learning style and

experiences unique to each individual. These dynamics create a challenge for teachers as they attempt to accommodate the needs of all learners with the various academic settings. The finding in this research revealed that teachers showed that they had very little time to motivate learners. Instead they concentrated on disseminating information while the learners sat quietly listening. Very few chances were given to learners to ask questions in class. The teachers were concerned with delivering knowledge and not with understanding students' actual experiences. Goodman (1986) notes that schools frequently isolate language from the meaningful functional use. When students are motivated and interested in the material they are learning, they make better connections between topics, elaborations with learning material and can recall information better, Alexander and Jetton (1994).

4.7.2 Based on Theoretical Framework

Based on the basis of the Constructivist theory of learning (Bruner, 1966) which asserts that the instructor should try and encourage students to discover principles by themselves, the findings revealed that many teachers did not allow learners to manage their own work and time.

The findings revealed that teachers and learners agreed that learning is enhanced when learners draw concepts from their own experiences and when they interact in groups or pairs. This concurs with the constructivists theory which states that learning is an active process in which learners construct new ideas based upon their current or past knowledge (Bruner, 1966).

The findings also revealed that many teachers did not respond to the individual learning needs and interests of learners. They failed to consider the individual differences of the learners and moved at the pace of fast learners leaving behind the

slow learners. This proved John Dewey's observation that so many students have school because educators don't take into account the unique differences between each student. John Dewey's (1920, 1930) in his experiential learning theory pointed out that the authoritarian, strict, pre-ordained knowledge of modern traditional education was too concerned with delivering knowledge and not enough with understanding students actual experiences. This is true in this study where many teachers were found to strictly adhere to the fixed curriculum without allowing students to bring their own experience into the language classroom

4.8 Chapter Summary

This chapter presented analyzed and interpreted data that was collected through the use of teachers' and learners' interview guide and observation schedules. The data contained in the interview guide help to establish teachers' and learners' opinions on the use of the holistic approach to teaching and learning language while observation helped to investigate the actual use of the elements of holistic approach to the teaching and learning of language. The main findings were that both teachers and learners were aware of the desirability and value of the holistic approach but they did not utilize it fully in the language classroom. Many teachers in this study did not use the elements of holistic approach in the classroom in order to enhance better language learning and to prepare the learner develop into a free, creative, compassionate being who can participate fully in the life of the community. This denied the learners the opportunity to be deeply and passionately involved in their studies and to explore their passions under the guidance, supervision and support of the teacher. Holistic education addresses intellectual development as well as physical, emotional, artistic, social, moral and spiritual development of the child. Failure to use the holistic approach therefore creates a problem in the holistic development of the child.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains: Summary of findings, conclusions and recommendations based on the findings in chapter four and also on the literature review. This chapter points out if the research objectives were achieved or not basing on the results of the study. It also discusses some of the strategies highlighted by the respondents and exposes further problems associated with the area of the study.

5.2 Summary of Findings

The basic assumption of this study was that both teachers and learners understood and appreciated the concept of the holistic approach and use it for teaching and learning of English language. This makes the teaching and learning of English more meaningful and interesting. The study used an interview and observation schedule as instruments of data collection. These were verified through a pilot study conducted in the neighboring Teso District. The data collected was analyzed and interpreted using descriptive statistical methods.

The first objective of the study sought to find out the teachers' and learners' perceptions of the holistic approach to the teaching and learning of English language.

The analysis and interpretation of data collected revealed that the teachers of English were aware of the importance of the holistic approach to teaching English but they used it sparingly in the actual teaching in the language classroom. The findings from the teachers' interview schedule revealed that teachers viewed the holistic approach as

being desirable for the enhancement of the learning of English language. Majority of the teachers were of the view that the current English language syllabus is relevant to the learners' needs. For example, the comprehension passages in the learners' books focus on the issues affecting learners like friendship, sexuality, HIV/AIDS and drug abuse, thus as the learners aim at academic excellence their psychological development and emotional needs are also met through language use in the classroom.

All the teachers were in agreement that learning is enhanced when learners interact in groups or pairs. Most teachers expressed that learning is enhanced when learners are allowed to make a choice of what they want to learn, to organize their own work and manage their own time. Other teachers stated that the wide syllabus and exam oriented syllabus cannot allow them to do that. The study also found out that the majority of the teachers concurred with the view that language is learned best when students are engaged in activities that lead to writing, speaking, reading and listening in one lesson. This enhanced active involvement in the language classroom. The respondents agree that learning is enhanced when learners draw language concepts from their own experiences and actual environment.

The second objective of the study was to establish how the teachers of English use the elements of the holistic approach to the teaching of English language. Teachers were observed in class teaching various topics ranging from English grammar to reading comprehensions writing, poetry, oral literature to written literature. The study was carried out to establish the use of the elements of the holistic approach. These included:

- a) Creating interest in the lesson by greeting the learners and asking questions about the previous lesson.
- b) Allowing the students to make a choice of what they want to learn.
- c) Allowing students to link the content of the text book to current events or give very bizarre memorable examples.
- d) Engaging students in activities such as hot seating, language games, debate and discussions.
- e) Use of other resource materials other than the text in the language classroom.

The findings on the teachers interview guide revealed that only a small number of the teachers allow learners to make a choice of what they want to learn or provide them with opportunities to question the materials being presented .Observation of the teachers in the classroom revealed that many teachers did not allow learners to make a choice of what they wanted to learn .The teachers came to the classroom with a text book, asked learners to open a certain page and began explaining concepts. This meant that the teacher still adhered to the fixed curriculum where students' interests are put aside.

The findings on the teachers' use of the holistic approach to the teaching and learning of English language indicated that it was low. Allowing learners to construct their own meaning and knowledge from the information they receive from the teacher enhances the learning of English language. A holistic language classroom is learner centered and students are deeply and passionately involved in the activities in the lesson. Only a few of the teachers allowed learners to construct new ideas and concepts based on their current and past knowledge.

There was very minimal discussion and relating of the passage to the learners' own experiences. The learners were then made to write down answers to the rest of the questions. This meant that the holistic approach to teaching comprehension by allowing learners to draw concepts from their own experiences was low. While most of the teachers affirmed that they brought other resource materials other than the text book to the language classroom, observations revealed the contrary. For example 3 teachers used magazines, 6 teachers used newspapers, 2 teachers used audio visual aids and 3 teachers used posters such as cartoons and maps. On creating interest in the lesson by allowing learners to question the material being presented, choosing their own materials and topics of interest, organizing their own work and managing their own time, very few teachers agreed to this opinion.

Observations revealed that few teachers created interesting their lessons. Holistic teaching and learning involves engaging learners in various activities in the language classroom, interacting, analyzing, interpreting and evaluating their ideas. Such activities include: debates and discussions, storytelling, dramatization, language games and hot seating. The teachers interview guide responses revealed that out of the 20 teachers very few used debates, storytelling, dramatization, role play, hot seating and language games. The same results were found in the observation of the teachers in the language classroom. The adoption of a holistic approach to teaching and learning English demands that consideration be given to the environment in which students engage in the learning process.

5.3 Conclusions

The research identified a number of factors concerning the holistic approach to the teaching and learning of English language. On the basis of the findings in this study, the following conclusions were made:

- a) The teachers and learners appreciated the importance of the holistic approach to the teaching and learning of English language. They agreed that the current English language syllabus allows learners to use language in real life situation and that learning is enhanced when learners draw concepts from their own experiences and when they interact in groups or pairs.
- b) The study revealed that the teachers' use of the holistic approach in the English language classroom was low. Observations revealed that many teachers did not allow learners to make a choice of what they wanted to learn, neither did they link the content of the textbooks to current events nor learners own life experiences. Most of the lessons were simply quiet and complaint to the material from the text and the teacher. This showed that the English lessons were not interesting and learning was not enhanced because those elements of holistic approach were lacking.
- c) The use of contextual support to explain new concepts and use of activities such as storytelling, language games and hot seating was lacking. Safe and relaxed environment that enhances better was not observed in many classes. Though the teachers agreed that they motivated students to learn, the actual use of the elements of the holistic approach was still low.
- d) The challenges that the teachers highlighted in the teaching of English using the holistic approach were: limited time, large classes, heavy workload, the

mean score factor (completion for high mean scores), poor reading culture, poor language background of learners and lack of resource materials.

- e) The learners' challenges mainly focused on the teachers' failure to motivate them to learn. The observations revealed that teachers concentrated on disseminating information and gave very few chances for learners' active participation in the classroom. It could therefore be concluded that these challenges prevent the language teachers from using the holistic approach to the teaching of English language.

5.4 Recommendations

From what has been found out about the use of the holistic approach to teaching and learning of English language, this study recommends that:

5.4.1. The elements of holistic approach should be encouraged in the language classroom to make language learning more meaningful. A more holistic approach allows students to construct their own knowledge and fulfill their individual learning needs and interests. Emphasis should be laid on learning to communicate through meaningful interaction in the target language, the use of authentic material, the provision of opportunities for learners to focus on the learning process as well as on language and enhancement of the learners' personal experiences.

5.4.2. There is need to sensitize the teachers on the importance of the holistic approach to teaching .The holistic approach enhances the fulfillment of the national goals of education which prepare the learners to meet the challenges of living as well as academics. Teachers of English language have an important role to play in enabling

the learners meet their academic needs as well as their psychological, development and emotional needs that will enable them fit in the society.

5.4.3. The curriculum developers and other practitioners should address the problems highlighted by the teachers that inhibit their effective use of the holistic approach in the language classroom. Such problems include limited time, large classes, heavy workload, poor language background and poor reading culture. They should establish better strategies to enable the teachers effectively implement the holistic approach.

5.4.4 Teachers of English and head teachers should be sensitized to place a more emphasis on meaningful communication from the learners' point of view rather than form and accuracy. As learners strive for academic excellence, they should not be destructed from developing other aspects of their humanity that is more important in their moral functioning in the wider community.

5.5 Suggestions for further research

This study covered ten schools in Busia District, a small section of secondary schools in Kenya. The holistic approach is complex and broad and the present study may not have addressed all the relevant aspects. In view of this, the following related areas are suggested for further research:

1. A study of the quality of pre-service training that teachers of English receive in relation to the holistic approach in the teaching and learning English
2. A study on the factors affecting the use of the holistic approach in the teaching language in secondary schools.

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APPENDICES

APPENDIX 1: Letter of Introduction

Dear Respondent,

I am a postgraduate student at Moi University M. Phil –English Education course. In partial fulfillment of this course, I am conducting a research on: A Study of the Use of the Holistic Approach in the Teaching and Learning of English Language in Secondary Schools.

As one of the key stakeholders in this sector, you have been selected to provide information regarding the same. I kindly request you to assist by responding to the questions in the interview guide. The information you will give is purely for academic purposes and will therefore be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Oguta Lorna Adhiambo

APPENDIX 2: Interview Schedule for Teachers

The purpose of this interview is to establish the use of holistic approach in the teaching and learning of English language in secondary schools in Busia district. You have been chosen on behalf of your school to participate in this important survey. Kindly provide honest, objective and accurate responses as relate to your situation. Any information provided will be used mainly for academic research. Useful findings and recommendations from the study may be shared with your school and curriculum developers for purposes of improving the teaching and learning of English in secondary schools. The information given will not be used in any way to assess your professional conduct or capability in the teaching of English language.

SECTION A: BIO DATA OF THE INTERVIEWEE

To be ticked [] by the researcher or research assistant as appropriate.

Teaching experience

- a) 1-3 years []
- b) 4-6 years []
- c) 7-9 years []
- d) 10 and above []

Professional qualification

- a) Diploma in Education []
- b) Post graduate Diploma in Education []
- c) Bachelor of Education []
- d) Masters in Education []
- e) Any other.....

SECTION B: Teachers views on holistic approach to the teaching and learning of English language.

1. Is the content of the current English Language syllabus relevant to the learners' needs?
2. What is your view on the current English language syllabus with respect to enabling learners to use language in real life situations?
3. What do you think of the argument that Language learning is enhanced when learners draw language concepts from their own experiences?
4. Comment on the meaningfulness of learning when learners interact in groups or pairs.
5. How does safe and relaxed classroom environment affect learning?
6. What is your view on allowing learners organize their own work and manage their own time?
7. Why should Teachers not limit themselves to the text and topics in the class text in the teaching of English?
8. Cite concepts from other subjects that you frequently use in your teaching of the English language.
9. Do you agree that English is best learned through experiences and activities that lead to acquiring speaking, reading, writing and listening skills.

SECTION C: Teachers Use of the holistic approach in the English language classroom.

Explain how you use the following English language teaching strategies in the language classroom:-

10. Allowing learners to make a choice of what they want to learn, how and when.
11. Letting learners construct their own meaning and knowledge from the information they receive from in the English language classroom.
12. Bringing other resource materials to supplement the text in the language classroom.
13. Using familiar objects/materials to explain new language concepts.

14. Motivating learners by letting them choose their materials and topics of interest.
15. Engaging students in listening, speaking, reading and writing in one lesson.
16. Teaching writing skills using content from other subject areas.
17. Using the following activities in the language classroom.
 - a) Debates
 - b) Story telling
 - c) Dramatization
 - d) Role play
 - e) Discussions
 - f) Group/pair work
 - g) Language games
18. Improving learners' coherence in speech using :
 - a) Debates
 - b) Dialogue/telephone conversation
 - c) Role play
 - d) Hot –seating
 - e) Use of dictionary
 - f) Extensive reading
 - g) Any other [please specify].....
19. Improving learners' coherence in writing using:
 - a) Dictation

- b) Extensive reading
- c) Guided writing
- d) Building sentence skills
- e) Paragraphing
- f) Use of dictionary
- g) Any other [please specify].....

SECTION D

20. How do you accommodate the individual needs of all learners in the language classroom?

Responses:.....
.....
.....

21. How do you handle subject matter in the text that students have no knowledge about?

Responses:.....
.....
.....

22. What do you do to overcome the problem of

- a) Limited time.

Responses:.....
.....
.....

Large classes

Responses:.....
.....
.....

23. Mention other challenges you encounter in your teaching of English

Responses:.....
.....
.....

24. Suggest ways of overcoming these challenges

Responses:.....
.....
.....
.....
.....

Thank you for your responses

APPENDIX 3: Interview Schedule for Students

The purpose of this interview is to establish the use of holistic approach in the teaching and learning of English language in secondary schools in Busia district. You have been chosen on behalf of your school to participate in this important survey. Kindly provide honest, objective and accurate responses as relate to your situation. Any information provided will be used mainly for academic research. Useful findings and recommendations from the study may be shared with your school and curriculum developers for purposes of improving the teaching and learning of English in secondary schools. The information given will not be used in any way to antagonize you with your teacher of English language and will also be treated confidentially.

Theme: Learners views on the teachers' use of holistic approach in the teaching of English language.

1. Does appropriate use of English language help you improve your understanding of other subjects?
2. Briefly explain how the teacher motivates you in the English language classroom.
3. Does the teacher allow you to relate what you know to what you are learning during the English lesson?
4. Which do you prefer, working alone or discussing in groups/pairs?
5. Does the teacher use content from other subjects to teach English?
6. How does the teacher explain ideas that are completely new to you?
7. Does the teacher use the following activities in the English language classroom?
 - a. Debates
 - b. Story telling
 - c. Dramatization
 - d. Role play
 - e. Discussions
 - f. Group/pair work
 - g. Language games

- 8. Does the teacher bring concepts that are relevant to real life situations e.g. HIV/AIDS and Drug Abuse in the English language classroom activities?
- 9. Which of the following materials are normally used by the teacher in your English language classroom:

- a) Magazines
- b) Newspapers
- c) Pictures
- d) Audio visual aids(TV, Radio)
- e) Maps
- f) Any other [please specify].....

10. What are some of the challenges you face during learning of English in your classroom?

Responses:.....
.....
.....
.....

11. Suggest some of the ways you think the learning of English can be improved in your classroom.

Response:

Thank you for your responses.

APPENDIX 4: Observation Schedule

School serial :..... Lesson No:.....

Topic


Date:.....


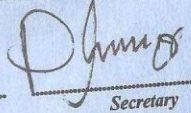
Time:.....

Strategy/Skill	Used	Not used	How used
Creating interest in the lesson by allowing learners to make a choice of what they want to learn and to question the material being presented.			
Creating safe and relaxed learning environment by allowing learners to manage their own time, ask questions and interact freely in the classroom.			
Acting as facilitators in the class as learners perform tasks by themselves.			
Allowing learners to draw concepts from their own experiences			
Use of contextual support to explain new concepts			
Use of other materials other than the text book: Magazine Newspapers Audio Visual aids Posters e.g. cartoons maps None of the Above			
Making the lesson learner centered through:			

<ul style="list-style-type: none"> a. Discussion b. Debates c. Group work d. Role play e. Hot – Seating f. Language games 			
Teaching reading, speaking , writing and listening in one lesson			
Bringing content from other subjects into the language classroom			
Allowing students to: Organize their own work Manage their own time			
Enhancing coherent arguments in speech and writing using: <ul style="list-style-type: none"> a. Debates b. Dictation c. Story telling d. Dialogue/Telephone Conversation e. Extensive reading f. Use of dictionary g. Building sentence skills and paragraphing 			

APPENDIX 5: Research Permit

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice <p style="text-align: left; margin-top: 20px;"><u>GPK6055(3m)10/2009</u></p>	 <p>REPUBLIC OF KENYA</p> <hr/> <p>RESEARCH CLEARANCE PERMIT</p> <p style="margin-top: 40px;">(CONDITIONS— see back page)</p>
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<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss <u>LORNA ADHIAMBO</u> <u>OGUTA</u> of (Address) <u>MOI UNIVERSITY</u> <u>BOX 3900 ELDORET</u> has been permitted to conduct research in..... Location, BUSIA.....District, WESTERN.....Province, on the topic <u>The Role of the Holistic</u> <u>Approach to Instruction in English</u> <u>Language in secondary schools in</u> <u>Kenya: A case of Busia District "</u> for a period ending <u>31ST AUGUST</u> <u>2010</u></p>	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No..... <u>NCST/RRI/12/1/SS/88/5</u> Date of issue..... <u>12.3.2010</u> Fee received..... <u>KSHS.1000</u></p> <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 10px;">  </div> <p style="text-align: center;">Applicant's Signature Secretary National Council for Science and Technology</p>
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APPENDIX 6: Map of Study Area

